FUNDAMENTALS OF CITIZENSHIP

BLOUGH AND SWITZER

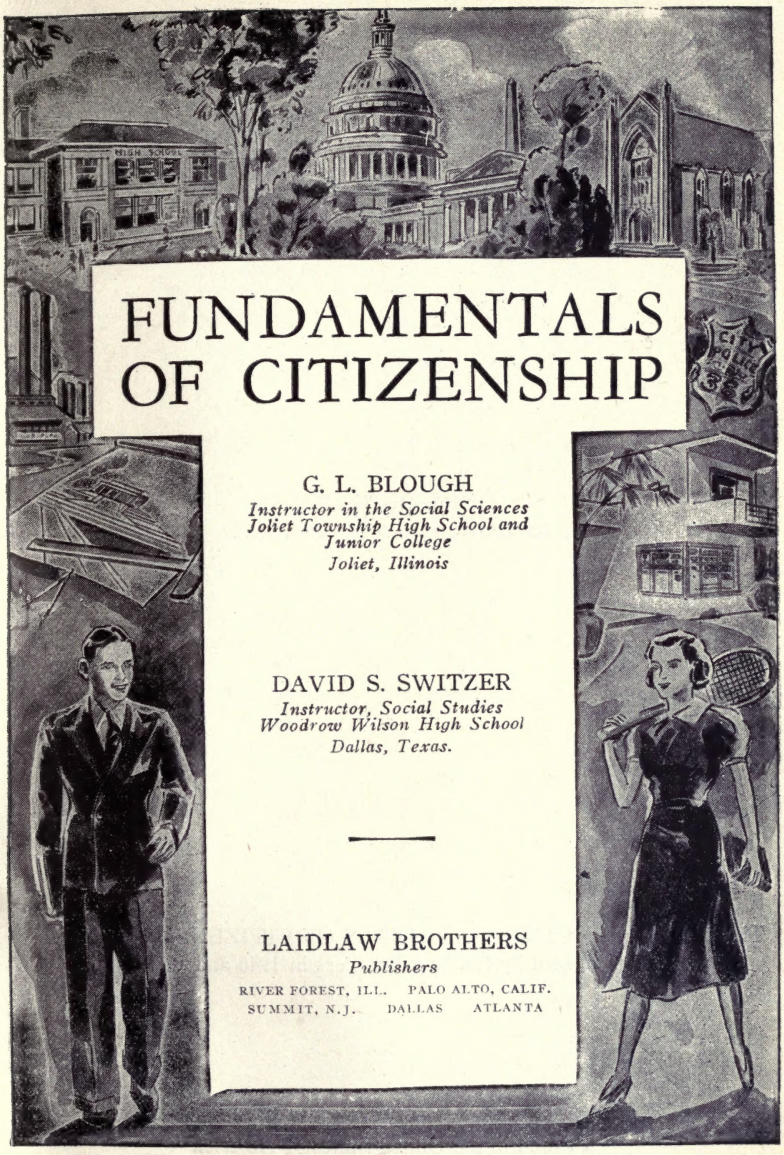
ILLINOIS CIVICS

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FUNDAMENTALS OF CITIZENSHIP

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"Old Glory" and the Capitol

PREFACE FOR TEACHERS

Fundamentals of Citizenship is a textbook in civics. It has for several years maintained a position of respect and popularity in our schools.

The new edition of *Fundamentals of Citizenship* represents a broad and deep revision. All specific material has been brought up to date. Trends and emphases that have been modified by time have here been modified, eliminated, or expanded to be in line with the current scene. Many pages of the book have been rewritten to achieve greater clarity and directness. The approach to the pupil, through content and style, has been made more casual and immediate.

A new chapter has been added to help pupils understand the concept of citizenship on a world level. The section on state and local government has been more than doubled in length to insure a broader and deeper understanding of these aspects of government with which everyone has direct contact.

Objectives. Pupils should find in the study of civics a guide to better citizenship. They should, through this study, be informed, inspired, and challenged to acquire a high sense of duty and responsibility.

The pupil's objectives in learning better citizenship are these: (1) to acquire a deeper knowledge of his social environment and to discover how the rules and laws of such an environment protect him; (2) to acquire an appreciation of his importance as an individual within a community and to learn as he grows older that his help will be needed; and (3) to look upon this knowledge as a challenge for sincere and courageous activity within the larger and smaller communities which form his home and his world.

This text is not primarily concerned with the delineation of the outer forms of government, although it does present such forms. It is chiefly concerned with improving the quality of citizenship in such a way as to bring about greater appreciation of and participation in the affairs that enhance the welfare of all. This book attempts to lead the pupil to understand all his functions as an individual in the creation of a better world.

ORGANIZATION. There are six sections or major divisions in *Fundamentals of Citizenship*. In Section One the individual learns of his responsibility to his own self and better impulses. In Section Two he learns to appreciate the relationships that he bears to other members of varying groups such as the family, the school, and the community. In Section Three he gains an understanding of how the community works through him and the co-operation of other individual citizens. In Section Four he is given an insight into the founding of and the basic principles of our government as well as the general means whereby our government is supported. In Section Five the pupil finds a thorough presentation of the history, form, and significance of various aspects of state and local government. In Section Six the pupil is brought to the conclusion of his study through an opportunity to understand the structure of his national government, the importance of his looking out intelligently upon the world, and appreciation of the material and spiritual riches that are a part of his inheritance as an American citizen. The pupil is helped to achieve these aims by the following definite procedures:

1. *The individual pupil* becomes the center of discussion. Facts are stated in his own language and practical references are made to his own level of experiences.

2. *Practical ideals* are held up constantly for the pupil's assimilation. Open-mindedness, critical-mindedness, and social-mindedness are recognized as the keynote of his

education. He is challenged to do his own thinking at all times and to evaluate his personal development as a growing citizen.

3. *Individual differences* constitute a major problem of class instruction. They are constantly kept in mind and definitely shape the exercises at the end of each chapter. The *Test Exercises* of each chapter are based almost entirely on that chapter and so should be the minimum requirement for all pupils. The *Suggested Activities* contain items which may tax the ability of the more capable pupils. However, they are all within the interest range of normal pupils. The more resourceful pupils should do the investigating and report their findings to the class. They should do more outside reading from the suggested books. They may keep individual notebooks. The less resourceful pupils may omit some of the *Suggested Activities.* A class scrapbook may be more suitable for their talents than the individual notebook.

4. Various *pupil helps* are found in each chapter. The *Preparatory Notes* contain a summary of those points in the chapter which a teacher would call to the attention of pupils for their study guidance. The *Aids to Learning* are a statement of the essentials of each chapter. The *Test Exercises* are in the form of completion, matching, multiple choice, or question exercises and are graded to the ability of the normal pupil. The *Suggested Activities* are problems for either individual or group consideration. They cover many fields of interest associated with different fields of study, especially history, literature, and the other social studies.

5. The *vocabulary* is carefully chosen so as to be well within the understanding of the average pupil. The less common words, which are nevertheless necessary for the adequate expression of the ideas, are either explained in the context or defined in footnotes. The *Explanation of Terms,* added to the text material, gives more detailed

explanation to less common or technical terms. The sentence structure is carefully adapted to the age level so as not to occasion difficulty in understanding.

6. *Many interesting facts* are added to the text which will contribute to the pupil's interest. Here is a *Compendium of Civic Information* containing hundreds of up-to-date civic facts on the state and nation, including detailed state qualifications for voting. There is also a valuable section on the use of the *Flag*.

7. *Illustrations* of various kinds are used. A number of pictographs and other charts and graphs vividly illustrate the text. Pertinent photographs and original drawings also add to the pupil's interest and understanding.

Teaching Aids. The following suggested aids will stimulate interest and activity in the classwork.

1. *Class organization.* A class may be organized with its officers and committees for the purpose of developing parliamentary practice and the spirit of co-operation.

2. *Class scrapbook or notebook.* A large book may be maintained to which any pupil may contribute according to his talents and interests.

3. *Occasional debates.* Current topics or issues debated in class instruct, inspire, and challenge pupils to further study.

4. *Bulletin board.* A bulletin board in the classroom for notices of civic occurrences has many advantages.

5. *Elections.* On election day sample ballots may be obtained and an election can be conducted in the classroom.

6. *Court trials.* To conduct a mock trial in the classroom, with a jury and necessary officers, is instructive.

7. *Field trips.* In a city many institutions can be visited with great advantage.

8. *Officers' day.* Many cities set aside a civic day for pupils to conduct the duties of regular city officers for an hour that day.

The Authors.

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SECTION I

THE CITIZEN AS AN INDIVIDUAL

Do you know that person who looks out at you from your mirror? That person is but one of many people all over the world looking into their mirrors.

As you look into your mirror, try to see with your mind's eye all people everywhere, as though they, too, were using your mirror. If you use your imagination just a little bit more, you can recognize those that are close by. Most of those in the background are so far away, they appear to you as a mist in the distance.

Suppose, now, you try to forget for a while all in your mirror except the one with whom you are best acquainted—*you*. Since there are so many others in the world, you have real competition. You owe it to yourself, then, to make yourself as well prepared as possible. You already have competition. You will continue to have it as long as you live.

The first five chapters in this book of yours will suggest some of the more important preparations you should make.

These preparations are:

1. Make and keep your own body as fit as possible for the big job it has to do.

2. Prepare your mind for all the problems of living it must solve.

3. So develop and enlarge your spirit, or soul, that it will guide and direct your mind and body for purposes of good.

4. Begin now to plan and direct your life in ways which will best help you make your living after you have finished school.

5. Study how you, as one of many, may be of greatest service in all the different associations you will have throughout your life.

CHAPTER I

PHYSICAL FITNESS

PREPARATORY NOTE: There are many stories about the way the ancient Greeks and Romans trained their boys and girls to be physically fit. One Roman father trained his son to become a good shot with bow and arrow by putting the boy's food in a tree. In order to get something to eat, the boy had to shoot down his meal from where his father had put it. *Physical fitness* will not just come to you. Real effort on your part is the price you will have to pay for it. Furthermore, you cannot succeed with just one outburst of effort. It will not be enough to expend a lot of effort for just a short time. All your life you will need to work constantly at the job of keeping fit.

While You Are Growing. You are rapidly growing toward maturity. The word "maturity" comes from a Latin word meaning ripe. One meaning for ripe is: *ready for real usefulness in life.* Much of the future usefulness of your body will be determined by the care you give it during the next few years.

You should care for your body according to two sets of rules. The rules of the first set are all positive. That is, they relate to the things you should DO to and for your body. These things are good for your body. The rules of the second set, the negative ones, relate to the things you should NOT DO to and for your body. These things are bad for your body.

If you could remember all the DO'S and DO NOT'S you have learned during the past years, you would need many pages to write down your lists. You had not been in this world very long when you learned that a certain feeling in your stomach meant, "Do something about this! Get some food!" The pretty flame in the stove, on the other hand, meant to you, "Do not touch; it will burn."

Many of the rules for taking care of your body, no doubt, had to be learned the hard way—that is, by experience. A slap on the hand, maybe, was needed to drive home a "Do not touch." Forceful methods sometimes were necessary before you could be made to take your medicine.

Most of your rules, however, you have gathered up in much the same way one picks out the good fruit and leaves the bad. Of your own accord you have made such decisions as: "I will eat this because it is good for me," or, "Since that may do harm to my body, I will not have anything to do with it."

Choosing Your DO Rules. The more DO rules you choose and learn to follow, the fewer DO NOT rules you will need. If you live up to that positive rule of health, *Go to bed early,* you will not need the negative rule, *Do not stay up late.* If you always observe the DO rule of safety, *Look both ways before crossing a street,* you will have no use for the DO NOT rule, *Do not cross a street without looking both ways.*

Some DO rules might be said to have no negative forms. That is, there is no DO NOT rule which means exactly the same. A good example is, *Brush your teeth*

at least twice a day. Another such example is, *Drink at least one pint of milk daily.*

Some necessary DO NOT rules. No matter how many DO rules you may follow, there are a number of DO NOT rules you must learn to observe. One of these is, *Do not drink alcoholic liquors or even such stimulants as coffee or tea.* Another such rule is, *Do not take too violent exercise at any time, especially not right after eating.*

Here is a DO NOT rule which you might apply to the care of your body, particularly during your next few years of rapid growth: *Do not be too quick to adopt all the rules according to which grownups care for their bodies.* Another way of saying this is: *Just because one who is older than you does some particular thing, is not sufficient reason for your doing it.* Always test another's rule by, "Will this be good for *me*?"

Ideals of Physical Development. An ideal is a picture you have drawn with your mind. You look in the mirror. You study the person you see there. Then, with your mind you begin to change the looks of that person. That person grows and develops and improves until you see one whom you admire so much more than the real you. Without meaning to do so, you have created an ideal of the kind of body you would like to have.

Your mind draws pictures for you in many other places besides your mirror. It may be on the side lines at a ball game. A player makes a great play—before you know it, your mind puts you in that player's uniform, and you hear yourself being cheered by the crowd. One of your schoolmates is praised by your principal—

you may not realize it, but your mind makes you the one being honored.

Classes of Ideals. There are two general classes of ideals. In the first class are the ideals that come to you without any conscious effort on your part. In other words, they just happen. In the second class are the ideals that are deliberately chosen by you. You say "That is what I want to be," or, "I want to act like that."

If you have only ideals which belong to the first class —ideals which just happen—you are what people call "a victim of your environment." Another way of saying you are "a victim of your environment" is that you are like a leaf that is blown by the wind; for your words, your attitudes, your actions are at all times influenced by others. If Abraham Lincoln had had only ideals which just "happened," he would probably have died an ignorant, happy-go-lucky hired hand on an Illinois farm. Of course, if you are lucky enough to be associated always with the beautiful and good life, all your ideals will happen to be beautiful and good. You will be taking a chance, however, if you depend solely on your environment. It may be your misfortune to come in contact with associations that are ugly and bad.

It is suggested, therefore, that you get the habit of choosing your ideals of physical development in much the same way you choose your health rules. Let your reason test each ideal with the question, "Will this be good for *me?*" Review the instruction which you have received in your health and physical education classes. Learn why certain rules and schedules have been sug-

gested. Acquire the habit, while you are young, of proving to yourself what is good and what is bad for your body. Then, when you have reached your maturity, you will be prepared to take complete control of your body.

Handicaps to Be Overcome. What would you call a handicap? All through life you will be faced with handicaps. It will help you if you can recognize them when you meet them.

Here is one definition of a handicap: *something because of which it is harder for you to gain your ideal.* Some people have physical handicaps which have been with them all their lives. Some handicaps are the result of sickness or accident. Many handicaps result from failure to train certain muscles of the body or from poor health habits.

Making the Most of It. All through life you may expect to be meeting with things which seem to keep you from your ideal. You will often find that such handicaps help you to become better and stronger than you were before. Fred Stone, who for many years was one of the most popular dancers on the American stage, was at the height of his popularity when he was seriously injured in an airplane accident. The doctors told him that he would never dance again. But he would not give up. As his broken and twisted legs and feet began to heal, he invented all manner of ways to exercise them. Finally he was able to go on the stage again. Not only was he able to dance all of his old dances; he gave a brand new dance which was, if possible, more popular than any of his other dances. That new dance was a *crutch dance.*

Many men and women with physical handicaps have been made strong by the regular practice of good health habits. Theodore Roosevelt, the former president of



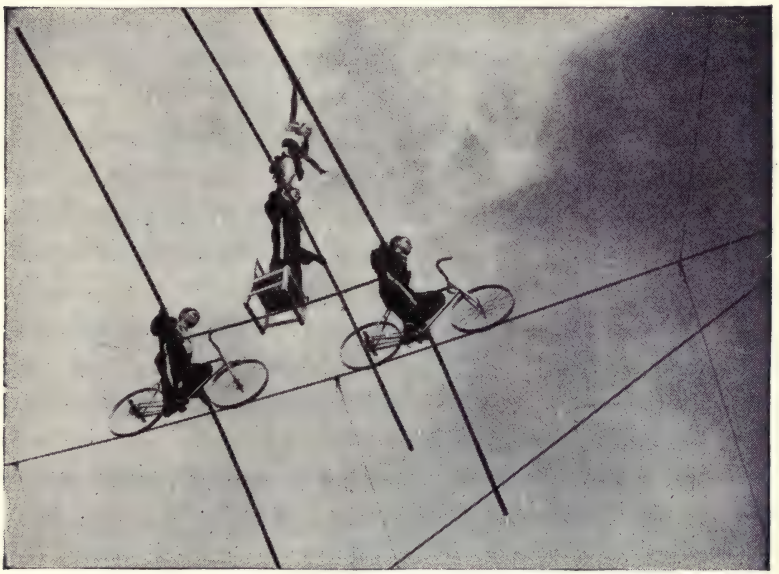
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Theodore Roosevelt on a Ranch

the United States, is a good example of this change. As a boy, he was frail and sickly. Indeed, it seemed impossible that he could ever become a strong man. His later health and strength, which you recognize in this photograph, were due to his faithful, strenuous practice of

health habits. He had the will to persist in following the rules of health which he knew he should follow.

Physical Development through Self-Control. It should not be difficult for you to recall much that you saw the last time you went to the circus. No doubt, you will never forget the ease with which the acrobats performed their acts. Ease of performance is the result



© *Paul's Photos*

Famous Aerialists Performing

of practice. Those performers had spent many long hours of practice before they could do their act. Work and practice, however, were not all that was necessary. Those men and women had for years practiced self-control in their habits of daily life.

You have probably proved already the value of self-control to individual achievement. It may have been in doing such a simple thing as tying a knot or threading a needle. At first you were too anxious and tried too hard. Perhaps you lost your temper when you failed in your first attempt. Then you got a grip on yourself. You became calm and followed carefully each step of the directions. Almost before you knew it, you had succeeded.

When you were a baby, almost everything you did was controlled by others. As you grew older, you became aware that controlling yourself was more and more your responsibility. Your parents reminded you that it was up to you to remember to wash your teeth; that it was your responsibility to guard against sickness or accident.

From now on, you are going to find the job of controlling yourself getting bigger and bigger. In all your personal affairs you will be the only one to make your body do what you want it to do.

A little later you are going to study about what makes our United States a democracy. You will learn what each of us has to do in this nation of ours, in which the people rule themselves. Within a very few years you will become one of the voters in your community. Self-government, in a physical sense, will prove good training for you in your future role as one of the rulers of your country.

Check Up Frequently on Your Development. Stop to think about all that you have been taught regarding your physical development. In your health classes you

have studied about the structure of the body, or *anatomy;* the way in which the organs of the body function, or *physiology;* and the rules for the preservation of good health, or *hygiene.* Now the question is, Do you live according to the knowledge you have gained about these important subjects? Let us hope that you are not like the farmer who was asked by the county agricultural agent to subscribe to one of the national farm magazines.

"Why should I take that magazine?" the farmer asked.

"Because it will help you be a better farmer," the agent replied.

"Humph!" said the farmer, "I'm not farming now as well as I know how."

Insurance companies are always advising their policyholders to have physical checkups by their doctors. The companies have learned through experience that a physical weakness or disease can be overcome much more easily in its early stages. You too—particularly while you are growing so rapidly—should have regular checkups on your physical development. More important, you should check up on yourself. For example, one of your health rules is that you should average at least nine out of twenty-four hours in sleep. If your checkup shows that you are not getting that much sleep, you should get back on standard schedule as quickly as possible.

Follow Through. When a golf instructor teaches a player how to use his golf clubs, he keeps telling him to "follow through." He wants him to let the swing of

his arms and body continue even after the club has hit the ball.

Too often you become enthusiastic about something and then do nothing more about it. You do not follow through. You stop before you have completed the job. Every time you start something and then stop before you have finished, you make it that much easier for you to give up the next time. On the other hand, every time you finish a job, you strengthen the habit of accomplishment.

Test and Study Exercises

Aids to Learning

1. Learn to follow the Do and Do Not rules necessary for physical health.

2. Remember that health is secured by the practice of wise habits.

3. Habits are formed as a rule through practice, which requires the use of self-control.

Test Exercises

On a separate sheet of paper write the following sentences, supplying the missing words.

1. The word "maturity" comes from a Latin word meaning _ _ _.
2. An ideal is a picture you have drawn with your _ _ _.
3. One way of overcoming a _ _ _ is by the regular practice of good health habits.
4. _ _ _ and _ _ _ are examples of persons who successfully overcame their handicaps.
5. If you lose your temper when you try to tie a knot or thread a needle, you are not practicing _ _ _.
6. Anatomy describes the _ _ _ of the _ _ _.
7. Physiology describes the way in which the _ _ _ of the _ _ _ work effectively.

8. Hygiene consists of the rules for the _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.
9. You should average at least _ _ _ hours of sleep a night.
10. To *follow through* means to _ _ _ what you have started.

Suggested Activities

1. Write a theme, telling what your ideal of physical development is and what you can do to attain your ideal.
2. (*a*) Study the life of Theodore Roosevelt to see how he overcame poor health as a boy. You may refer to some such book as *Boy's Life of Theodore Roosevelt,* by Hermann Hagedorn. (*b*) How did Theodore Roosevelt continue his pursuit of physical vigor even when president?
3. *Group Activity*: The class may draw up a list of Do and Do Not rules which they believe they should practice regularly.

CHAPTER II

MENTAL FITNESS

PREPARATORY NOTE: Suppose you had an automobile without a steering wheel. Not only would it be worthless; it would also be dangerous for you to try to go anywhere in it. Your mind may be said to be the steering wheel of your body. For your body, like an automobile, must be guided and directed. It would be dangerous, for example, if your feet carried you just anywhere. No matter how fast they can go, they must be guided as to where they take you. Not only your feet but also the other parts of your body must perform their duties under a central system of control. Your mind is that central system of control. It is not given to you in a perfect state, however. One of the big jobs in your life is to keep improving your mind.

Training Your Mind to Rule. When you were still a baby, your body was always getting into trouble because your mind was not doing a good job of guiding it. Perhaps you can remember occasions, not long past, when your mind fell down on its job. By now, however, your mind is already very highly trained. It can make your hand write down your thoughts on paper in neat, intelligent English. It can direct your eyes along the printed page and understand what is seen by them. Your mind has learned much about what is good and

what is harmful for your body. Your mind has developed in its reasoning abilities so that your choices as to what you shall do are much oftener right.

This training and development, which has made your mind more efficient in its guidance of your body, is a part of what we call education. From the day you were born to the day you began school, you were being educated almost constantly. That kind of education is informal education. You will continue your informal education in school and out as long as you live.

Formal education usually is that which is provided in schools. It is planned training under the guidance of books, teachers, and other means of learning. You will be educated according to a set schedule in the things you need and in their logical order.

Purposes of an Education. Education is growth. Schools exist to help and guide young people until they are able to continue their development alone. Teachers help pupils to think for themselves. The purposes of your attending school should be to enable you:

1. To develop sound health by forming correct habits.

2. To increase your appreciation of home, realizing what it means to you and to those with whom you come in contact.

3. To have an interest in solving difficulties met in your daily life.

4. To know your responsibility as a good citizen.

5. To select and keep yourself employed happily in a useful vocation with an opportunity for growth and advancement.

6. To learn how to use your leisure time to develop and broaden your interests, which will enrich your life and make you more interesting to others.

7. To develop a good character as a means of bringing about harmony between you and your associates.



An Interesting Civics Lesson

A Liberal Education. In obtaining such a liberal education, you develop four different points of view. First, you develop *open-mindedness.* You will at all times be ready to learn the truth. You cannot always be right; therefore, you must be willing to admit that

you may be wrong. You cannot know everything; therefore, you need not be afraid to admit that you do not know a particular fact. An open-minded person is ready, when he receives new knowledge, to compare it with what he previously had considered true.

Second, you must develop *eagerness to learn.* To learn something, you must first feel the desire to learn. You will want to know the truth and will be eager to learn. You will want to know the reasons for a statement.

Third, you develop *discrimination* or *critical-mindedness.* You will accept only what you think is right and true. You will weigh both sides of a problem, intelligently search for the truth, and accept it.

Fourth, you develop *courage to do.* After you have accepted what is right and true, you will have the courage to put what you have learned into practice. If a new idea is sound, you will be convinced by it and will accept it and follow it even if is different from former ideas and former ways of doing things.

Personality Development. As a part of your education you should strive to develop a pleasing personality. According to your personality, which is the sum total of the traits you possess, you will be either liked or disliked, attractive or unattractive, interesting or uninteresting, popular or unpopular. Personality is made up of a large number of qualities. Your personality will be attractive to the extent that you develop pleasing qualities or worth-while traits.

Desirable Qualities of Personality. The following desirable qualities, if you developed them to a high

degree, would give you a very pleasing personality. You may want to check the weak and strong points of your own personality against this list. The questions will help you decide whether you understand the differences between these various qualities. A discussion of these questions may prove very helpful to you.

1. *Ability to Change.* Is it easy for you to listen to what others are saying? Are you anxious to ask questions when new subjects are discussed? Do you fit in with other people's plans, methods, or ideas?

2. *Courage.* Are you afraid to express your opinion when asked? Are you too timid or too bold? Have you the courage to stand for what you think is right?

3. *Dependability.* Can you be relied upon to carry out plans entrusted to you? How often in the past month have you failed to finish your work on time? How often in the past month have you failed to keep your promise or an appointment?

4. *Enthusiasm.* Are you always enthusiastic? Do you inspire others to put their best efforts into their work? Are you interested in your studies in school?

5. *Friendliness.* Think of five people you like very much and determine your reasons for liking them. Do the same with five people you dislike. Do you make friends easily? Do you keep their friendship? Do you meet people halfway?

6. *Honesty.* Are you upright and truthful in dealing with your parents, your teachers, and your friends? Are you able to overcome the temptation to cheat in examinations? If someone gives you too much change, do you give it back to him? Do you always play fair?

7. *Industry.* Can you keep steadily at your work until it is finished? Can you perform distasteful tasks with care? Do you put your work before pleasure?

8. *Initiative.* Are you a "self-starter" or a follower? Can you think and plan for yourself, or do you depend on others? Do you attempt original, creative work?

9. *Judgment.* Do you use good judgment in selecting your friends? Can you find several different ways of solving any one problem in connection with your work? Do you have the ability to decide an issue wisely?

10. *Perseverance.* Do you give up hard tasks too easily? Can you hold yourself to the accomplishment of any duty regardless of other attractions?

11. *Self-control.* Are you patient, or do you lose your temper easily? Are you a good loser?

12. *Tact.* Do you co-operate and work in harmony with other people? Do you praise others for what they have done? Do you try to cheer others when they are unfortunate or unhappy?

13. *Tolerance.* Do you let others hold opinions that are different from your own? Do you avoid racial or religious hatreds? Do you believe that all people have their good qualities?

14. *Unselfishness.* Are you considerate of others? Do you insist too often upon having you own way? Do you do what your friends ask of you? Do you talk too often about yourself and your own interests?

Test and Study Exercises

Aids to Learning

1. Notice the four different attitudes you develop in your search for a liberal education.

2. Personality is the sum total of the traits you possess and is made up of numerous qualities.

Test Exercises

Match items in the first list with corresponding items in the second list by putting together on a sheet of paper the numbers of the two items which best go together.

1. Eagerness to learn.	1. Steady attention to business.
2. Ability to change.	2. Trustworthiness.
3. Courage.	3. Upright dealings.
4. Dependability.	4. Ability to decide an issue wisely.
5. Honesty.	5. Working well with others.
6. Judgment.	6. Originality and creative work.
7. Initiative.	7. Boldness to do the right.
8. Tact.	8. Desire to know the truth.
9. Industry.	9. Adjustment to new ideas.

Suggested Activities

1. Show how your various studies have helped you to attain the purpose of an education.

2. Read about the life of Benjamin Franklin and find out how he tried to improve his personality. Use some such book as *Boy's Life of Benjamin Franklin,* by Helen Nicolay, or *Four Great Americans,* by James Baldwin.

3. Choose one of the desirable qualities of personality listed in this chapter and make an effort to improve your own personality. Keep a record for one week or for one month of the ways in which you have tried to improve yourself in this quality.

4. *Group Activity*: The teacher may arrange for class discussions on personal traits which are desirable for all pupils.

5. *Group Activity*: The teacher may assign several pupils to interview business or professional people, to learn what their education has done for them.

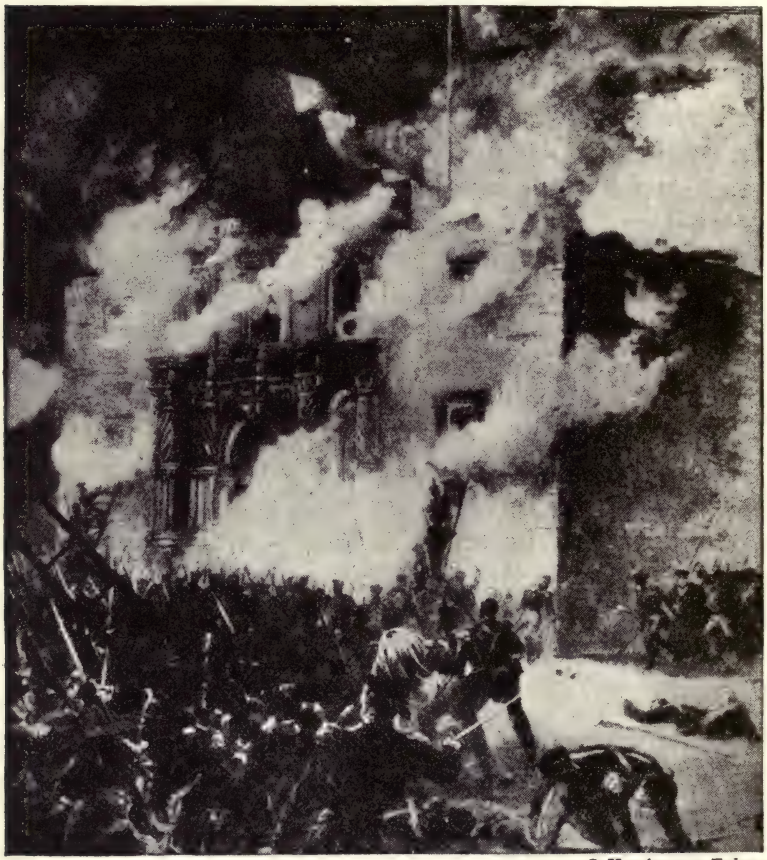
CHAPTER III

MORAL FITNESS

PREPARATORY NOTE: The ancient Egyptians believed that every person was in reality two persons. The one was the person people could see, hear, and know—the personality before them. The other, whom they called the *ka,* was the person responsible for all that the mind and body did. The *ka* was to the mind and the body of a person what the driver of a car is to the steering wheel and the automobile. The *ka* was thus the director or controller of the mind and body. We might refer to this control as *moral control.*

Importance of Character. The world needs men and women of character in every walk of life. To develop good character, therefore, is essential. Without it, no one can be really successful. A man may grow rich dishonestly, but that is not success. He knows his wrongs, even if others do not, and he suffers as a result. We would not have confidence in our physicians and our bankers if we felt they did not possess good character. When your father needs a physician, he goes to one who is known to have a good character as well as a knowledge of medicine. When he has money to invest he is especially concerned about the character of the banker with whom he deals. When you have problems too hard for you to decide, you, too, should go to someone in whose character and knowledge you have confidence.

If you were to rate the many traits of men according to their relative importance, you would doubtless rank



© *Kaufmann-Fabry*

Defense of the Alamo

traits of good character first. To be successful, to improve yourself, and to serve others, you must develop good character.

Qualities of Good Character. Your character is what you really are, basically and deep-down. Character differs from personality in that character refers only to your most important traits, whereas personality includes all your traits. (See page 27.) Others may not know all the qualities of your character because these qualities are not on the surface. Sincerity, self-control, courage, honesty, and initiative are a few qualities which might be included in a list of character traits. One of the finest examples of courage was shown by the brave Texans who defended the Alamo.

The "Golden Rule," though an old rule, is still as effective as ever. It bids you do to others as you would have them do to you, and to keep from doing to others what you would not want them to do to you. It works both ways. If you practice this rule in your everyday living, you will develop ideal character, and you will be happier and more valuable to your community. Try to live by this rule. *Do* only as you would have others do to you. *Say* only what is helpful to others.

You are changed for the better or for the worse by the kind of thinking you do. Your mind is affected by your thoughts as your body is affected by your food. If you eat impure food, you build impurities into your body. If you think evil, you build evil into your mind and so affect your whole being. If you look for evil and for faults in another, you will be sure to find them; to look only for the good in others is far more profitable.

Development of Good Character. A good character is the greatest asset you can have. To develop it, it is necessary to practice using the best traits. To control

yourself is a very valuable accomplishment. To achieve this, you must be determined and confident. Indeed, every time you overcome a difficult task or a disappointment, you are made stronger to overcome the next and still more difficult task.

On the other hand, if you do not practice the traits that build good character, you will become weaker rather than stronger. Life cannot exist without change. If you do not improve your character, you will make it worse. You will begin to live on a lower level. You will do discreditable things. You will lose both your self-respect and your reputation. As you know, your reputation is the opinion that others have of you.

To develop a good character, you must be conscious of your responsibility. You must possess high ideals. You must exercise those traits and qualities which will gain for you the confidence and trust of your fellow men.

Value of a Moral Code. A satisfactory moral code is a set of rules which assures justice and happiness to those who follow it. One who applies the teachings of his code will develop self-control. One who has self-control will have respect for the rights of others. Such a person is tolerant toward others and morally grown up.

Boy Scout Code. An excellent example of a code of morals is that followed by millions of present and former boy scouts. Scouts undertake, as part of their responsibilities, to observe twelve scout laws. These may be summarized by the statement that a scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

This excellent moral standard influences for good the characters of scores of thousands of our boys today.



Boy Scout Jamboree to Nation's Capitol

In addition to observing these twelve laws, boys entering the membership of the Boy Scouts of America must take the Scout Oath:

"On my honor, I will do my best—

To do my duty to God and my Country, and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake, and morally straight."

Test and Study Exercises

Aids to Learning

1. Remember that without character no one can be really successful.

2. Character is developed by using the best traits you have.

Test Exercises

On a separate sheet of paper write the following sentences including the missing words:

1. When your father has money to invest, he is especially concerned about the _ _ _ of the banker with whom he deals.
2. _ _ _ refers only to your most important traits; _ _ _ includes all your traits.
3. The _ _ _ _ _ _ bids you do to others as you would have them do unto you.
4. To develop good character, it is necessary to _ _ _ using the best traits.
5. Character represents what a man really _ _ _, but reputation is what people _ _ _ he _ _ _ _.

Suggested Activities

1. With the help of your librarian study the codes of organizations similar to the Boy Scouts and make a report to the class.
2. Read an account of Charles A. Lindbergh in some such book as *We,* or his story "New York to Paris" found in *Excursions in Fact and Fancy,* by Wellons, McTurnan, Smith, and Abney. Which of the twelve Boy Scout laws did he demonstrate on that flight?
3. *Group Activity:* The class may consider how the boy scout is trained in the observance of each of his twelve laws.
4. *Group Activity:* The class may choose sides for a debate on the question, ***Resolved,*** That trustworthiness is the most important of the twelve Boy Scout laws.

CHAPTER IV

PREPARING TO MAKE A LIVING

PREPARATORY NOTE: A blacksmith once started to make an implement out of an iron bar which he had found in his shop. He tried several times, hoping each time to make a useful implement out of the bar. He would heat it, hammer it, and work with it, but each time it turned out a failure. Finally, the blacksmith lost his patience. He put the metal bar into the fire once more, and when it had reached a white heat, he took hold of it with his tongs and said: "If you're no good for anything else, at least you'll make a sizz-z-z-z." With that, he plunged the hot metal bar into the water.

The purpose of this chapter is to introduce you to the subject of preparing yourself for making a living; of helping you start a plan of life by which you will gradually develop. Will you take seriously the problem of planning for the future, or will you be satisfied with making no more than a sizz-z-z-z out of your life?

Importance of Planning for the Future. Everyone has a future. Everyone has a right to do what he can to make his future as long and as happy as possible. A planned future is more likely to be satisfactory than an unplanned one. With your present knowledge you can foretell certain things. If you eat green apples, your immediate future is likely to be very unpleasant. You know that, so you do not eat green apples. If you

are to have a swimming test in a week but do not plan and practice, you will fail in your test. You will never pass it until you plan your time and get your practice. That is true of your daily lessons also, as you know. If you stay up too late at night, you will be tired in the morning. That morning is the future of the night before.

Such a future is immediate. It is one kind of future. The other is more distant. It is not just the hour right after the green apples, or the morning after the night —it is a period of many years during your adult life. It is the time which will test most severely the planning you have or have not done. It is the time of life when you will succeed or fail as a grown man or woman. That is the kind of future which plans can make happy and useful. But the habit of successful planning must be started when you are young. If you form the habit now of planning for the immediate future, plans for the distant future will be easier and more helpful. Have you ever carried out a successful venture without planning? Most people have not. Life is the greatest venture of all. Successful living demands thoughtful planning.

Responsibility of Making a Living. Young children rely on their parents to take care of them. Some members of society, such as tramps and criminals, always depend on others for their livelihood. But the first responsibility of every adult citizen is to provide himself with the necessities of life. In other words, a self-respecting individual tries his utmost to earn his living. Many people who are unable to support themselves can-

not find work because they are not trained to do work for which there is a demand, or because other conditions prevent their finding a position. To be able to earn a living in our modern world requires both planning and training.

Choosing a Career. The important consideration in choosing a career and planning for it is the service you can render. Real service, of course, means more than merely acting with good intentions; it means providing the community with something it needs and wants. Suppose, for example, you have a garden in which good spinach can be grown even in the hottest months. In many localities spinach cannot be grown successfully in July and August. If you grow good spinach and sell it in places where it cannot be grown, you will render a service and also make money. If, in the city, you can supply ice cream and cold drinks in neighborhoods distant from stores, you can, in the summer months, render a service and also make money. These are types of work that you can do. Successful adults use the same general ideas for finding suitable careers. What you learn and do now will help you later in selecting your lifework.

Try to choose a career that will give you enjoyment as well as the opportunity to render service. Many people find themselves trained for work that does not really interest them. For example, you may have no desire to sell things; you may prefer to be a producer. In that case, you may want to grow the spinach and have someone else sell it. That is the way of the business world. The manufacturer seldom sells direct to the consumer. The farmer seldom sells his produce direct to

the housewife. Distribution of goods is a business in itself.

What to Be. You may discover in a number of ways the work for which you are fitted. One way is to let your natural interests guide you. Mothers of many great doctors have testified that their sons, when very young, showed unusual interest in the anatomy of animals. Michelangelo, as a small boy in Florence, was always drawing pictures with a piece of charcoal, wherever he happened to be.

A safer way to decide on a career is through study and experience. In your school library you should find many suggestions for a lifework. With those suggestions there will be descriptions of the qualifications necessary for success in the various occupations. Many young people have chosen their careers from among those at which they worked part time while they were still in school. Practically all the religious leaders of our country first became interested in religious work as participants in the young people's societies of their churches.

You will doubtless have the opportunity for a more thorough study of this important subject when you are in the senior high school or in college. Through various tests of your natural abilities, your teachers will be able to help you make your choice of a lifework.

After carefully making your choice of a vocation, begin to plan in every detail the way to master it. The standards and requirements for every vocation are being raised because of the increasing supply of workers. There is no room at the top for those who are not

willing to work harder than the average person. Direct all your efforts toward planning your career, for it will mean more to you than merely earning a living. A successful career will enable you to get the most out of life. Economically, it should enable you to earn and save money above that needed for comfortable living. Socially, it should enable you to prepare yourself for enjoyable relations with your friends. Politically, it should enable you to take an active part in the affairs of your government. In general, it will give you a broader outlook on life and make you happier. This is better than anything that money can buy.

Wise Spending. It is not enough to plan to earn money. It is necessary also to plan how to spend money wisely. There is a natural tendency for people to spend money in proportion to the amount they receive. The more money they have, the more they spend. A good way to determine the amount of money that needs to be spent, as well as the amount that should be saved, is by the use of a budget. An expense budget is an estimate of the amount of money to be spent for the necessities and luxuries of life for a certain period of time, usually a month or a year. No definite pattern can be set up for such a budget. It should be made up according to the individual's needs.

Each family must determine the best distribution of its own income. Food, shelter, household operation (which includes heat, light, service, and supplies), and clothing are the largest items of expense. The largest proportion of family income will be budgeted for them. Transportation may be important, depending

upon where you live. If you live in a large city or in a rural district, you will need to use streetcars, busses, trains, or automobiles. If, on the other hand, your home and work are in a small town, your transportation expense will probably be very low. Medical care, personal care, amusement, education, church and charities are smaller items but no less important. Savings should always be included in the budget.

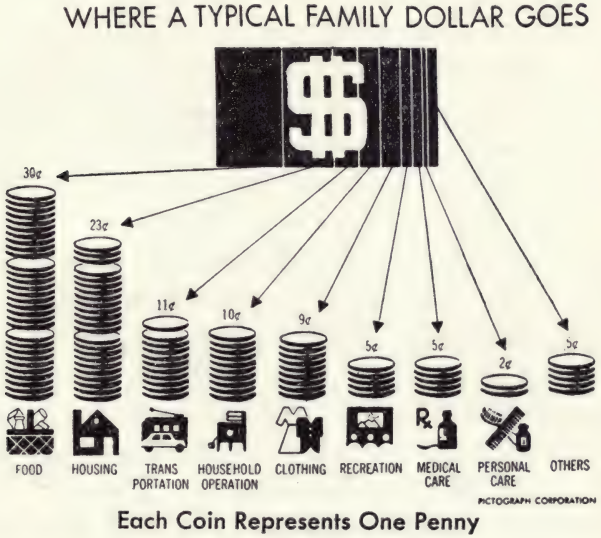
A workable budget may require some experimenting. It should be flexible enough to take care of small emergencies that may arise. When a satisfactory budget has been made, it should be followed rigidly. That means that the money in the education or medical care item should not be borrowed to pay for a desired but not needed bicycle or lace tablecloth.

A family budget will vary for many reasons, such as the number and age of children in the family, the health of each person, the type of employment of the wage earner, the education and even the social or religious interests of the family. Of course, expenses in the country are quite different from those in the city, and expenses vary in different sections of the nation. A budget distribution will vary from time to time because costs of food, clothing, and other items change according to supply and demand. For example, a family of four may have spent forty dollars a month for food in 1939. But in 1954 this same family would have paid one hundred dollars a month for their food.

You will see that the proportion of your income spent for certain items changes with increased earnings. A rich family does not eat ten times as much food as a poor

family. However, it may spend many times as much money for clothing, for shelter, or for recreation as the poor family.

The following pictograph[1] shows where a typical family dollar goes. Consider these average figures. Compare them with the amounts spent by your own family. You will see that the average family spends a third of its income for housing and household operation and slightly less than a third for food.



Meaning and Importance of Thrift. Thrift means wise spending and wise saving of money. If you do not spend wisely and if you do not save, you may become a spendthrift. If you are thrifty, you will use your income wisely. You will watch your expenses carefully

[1] **pictograph.** A chart presenting facts by the use of picture symbols.

and will buy wisely, so that you will be able to save and invest a part of your income, to be used only for emergency and old age. To be thrifty does not mean to be stingy. To earn a little money in your spare time for some future need is an example of thrift. But to refuse to help promote a worthy cause when you are able, is miserliness.

You can be thrifty in the use of your time and strength by thoughtfully planning your time for study, work, and play and then using it as you have planned. You can be thrifty with food or clothing. If you are thrifty, you will be careful how you use your own property, such as house, lawn, books, and furniture, as well as the property that belongs to others. To break or deface public property is not only foolish but wasteful, since the taxpayer always pays for it.

Conservation of Natural Resources. The importance of thrift in the life of all people has become so evident that a National Thrift Week has been established. It is observed annually during the week beginning with Benjamin Franklin's birthday, January 17, because Franklin wrote so much about the importance of thrift in his *Poor Richard's Almanac.* During National Thrift Week we are urged to practice a wise economy in the use and care of our natural resources: coal, oil, timber, and minerals.

The United States is rich in natural resources, but we cannot afford to waste them. The law encourages the planting of trees, and the national government has forest reservations as do some states and counties. Various methods are employed to prevent waste and to increase

the practice of thrift among the people. One of the ways in which the national government saves its natural resources is through irrigation of wastelands. In this way desert lands in the state of Washington have been converted into fruitfulness, as is shown in the photograph below.



Courtesy Northern Pacific Ry.

Irrigation in the Yakima Valley

False and True Economy. Some people have the wrong idea about how to save or to be thrifty. For example, they deny themselves wholesome food in order to dress well and "keep up with the crowd." Some people buy things because they consider them "bar-

gains" rather than because they need them. They deny themselves some of the things really necessary for health. To sacrifice health even for education is false economy, not thrift. On the other hand, some boys and girls think it is economical to leave school a year or two before completing their course in order to start earning money earlier. This would most likely prove to be false economy. In all probability it would be far wiser for them to complete their schooling.

To manage your money, property, and affairs with genuine thrift is wise economy. Before you buy something, do you consider whether you need it and whether you need it right now? It is possible that you need something else more. Wise economy does not end when you have made a purchase, since it includes also the use and care of your possessions. Taking good care of your clothing, books, and everything you use, will make them last much longer. How long an article may last should be considered in connection with its purchase price. For example, shoes which cost four dollars and wear but two months are really more expensive than shoes which cost eight dollars and wear six months.

Careful Buying. Great care should be taken to get true value for all money spent. Very frequently you find that the package costs more than the contents. This is true of many toilet articles and cheap perfumes. Also, a company may spend so much for advertising that it has to charge more for its goods than they are worth to you. In this class may be packaged breakfast foods, tooth pastes, and patent medicines. Many people are poor buyers because they do not know much about

the materials they buy. They accept shoddy[2] in place of wool goods, paper instead of leather, and cotton in place of linen. When canned food contains less than is advertised, or the "fresh meat" is not actually fresh, or the scales have been tampered with to give short weight, you do not get your money's worth. You can save a large part of what you spend and still get better value if you make certain that you are getting exactly what you order and what you pay for.

Installment Buying. Many people buy on the installment plan because in this way they can secure things immediately which they could not possibly pay for in cash. Much of this installment buying is for unnecessary purchases which burden the buyers with greater debts than they can possibly pay. In this class come luxuries such as jewelry or expensive automobiles or even unwise purchases of radios, books, or clothing. When the buyer cannot make the payments on his purchase, the seller takes back the goods, and the buyer loses both the payments and the goods.

Other installment buying may be very advisable for a person of modest means because of the advantages secured while paying the costs. Homes purchased by this means may be paid for as rent to the great advantage of the purchaser in many cases. Of course, there frequently is a considerable increase in the cost not only because of the interest charge but also because of the various other hidden "service" charges.

The caution that a person should observe is to watch the total amount of these payments. Let us suppose

[2] **shoddy.** A cloth of inferior quality.

that a man with a salary of four hundred dollars a month is buying a ten thousand dollar home at a monthly cost of one hundred dollars in addition to his heat, light, and other operating costs. Then he buys a twelve hundred dollar automobile at eighty dollars a month and a two hundred dollar television set at twenty dollars a month. Half his salary is spent for these three articles alone before food, clothing, household operation, and various forms of advancement have been considered. He is spending 50 per cent when he should be spending only 25 to 30 per cent.

Reasons for Saving. Many conditions arise that require unexpected expenses, for which one cannot pay with his regular income. The average man finds great difficulty in borrowing money from a bank unless he has adequate securities, such as good stocks or bonds, to offer the bank. His only other source is the loan company, which charges very high interest rates and uses all kinds of pressure if he fails in his payments. It is much better to be prepared for such emergencies by having money on hand. A wage earner may become ill, or he may lose his position temporarily. Parents want to save so that their children may go to college without too great a financial struggle. At times aged parents or other relatives have to depend on another member of their family. Emergencies make some form of saving necessary if one is to be able to meet them when they arise.

Investment of Savings. To invest our savings is to put them to work for us. Our savings properly invested will earn an income for us and help other people

as well. The money we invest is loaned to others for building purposes or for operating a store, bank, factory, or other business enterprise. Some of the money earned returns to us as interest on our investments—as payment to us for letting others use our money. Thus the whole community is benefited along with us. If we keep our savings idle, no one profits by them.

Investments are of several kinds. You may put money in a savings bank or in a postal savings account, where a small rate of interest is paid. Usually these savings are perfectly safe, although during the depression years following 1929 hundreds of banks were closed and millions of dollars were lost to depositors. Since 1933 the federal government has guaranteed deposits up to five thousand dollars.

Other types of investments are bonds, stocks, real estate, building and loan association shares, and various forms of insurance. All of these run into billions of dollars of savings each year, as millions of people are now holders of one or more of these forms of investment.

Life Insurance. A good form of investment for savings is insurance. Insurance provides for those dependent upon the person insured if something should happen to him. There are many kinds of insurance. The person insured makes annual, quarterly, or even monthly payments called premiums, according to arrangement. The younger the insured is when the insurance is taken out, the less it costs per year.

An endowment policy is one on which the premiums are to be paid for a certain length of time stated on the

policy; at the end of that time the insured can draw out the cash value stated in the policy. A specified payment policy is also for a certain length of time, stated on the policy, after which the insured ceases to pay premiums. He cannot draw out the cash for it, but he has a paid-up policy. An ordinary life policy continues until the person insured dies, after which the beneficiary, or the person named in the policy, receives the amount stated on the policy.

Insurance in a sound company is sure and safe but pays little interest. The different kinds of policies are desirable for different reasons. For example, a ten-year endowment policy, taken out early in life, could be used as a method of saving money for a college education, but it is the most expensive kind of policy. The short-term life policy is the cheapest form of life insurance, as it is for the purpose of protection rather than for investment.

Other Forms of Insurance. Some forms of insurance are a means of saving, since the amount of the policy will be paid either to the insured or to his beneficiary. But there is another kind of insurance in which the amount of the policy is paid only if some special event occurs. Fire insurance is an example of this. Fire losses show that for every thousand houses a certain number are likely to be destroyed by fire, partly or entirely, in a given time. The loss of a house is one which most families cannot afford. Let us suppose that each of a thousand house owners paid a certain sum of money annually into a general fund. Then the owners of the properties destroyed by fire could be paid out of that

fund, and no one would have to bear the entire loss of his property. In this way each owner would protect himself against the risk of losing a large amount. In other words, the plan would distribute the loss. The same principle underlies all types of property insurance. They guard against losses which may prove too costly for a single family or individual to bear.

Life insurance companies receive about four billion dollars in premiums each year from more than seventy million policyholders. This shows how important a form of saving and protection insurance has become. This is considerably more money than is spent each year for the entire cost of the public schools. Fire-insurance premiums total another billion dollars each year.

Other forms of insurance emphasize protection rather than savings. Accident insurance resembles fire insurance and protects against sudden loss of earning power in case the insured meets with a severe accident. Automobile insurance includes risk of fire, theft, property damage, collision, and injury to any person. Furniture or other property can also be insured against fire or theft. All these types of insurance are means of spreading a probable heavy loss among a large number of possible losers.

Test and Study Exercises

Aids to Learning

1. Notice the three important considerations in choosing a career—service, enjoyment, and adaptability.

2. Observe the differences between wise and false economy.

3. Learn the ways in which you can be sure you will get value for the money you spend.

Test Exercises

1. Why is planning for the future necessary?
2. What are the important facts you should consider in choosing a vocation?
3. What conditions determine the amount of money budgeted each month for shelter for a family of four?
4. What are the advantages of budget making?
5. Explain how thrift can become miserliness if carried too far.
6. What are the advantages and dangers of installment buying?
7. Should all people carry insurance? In your opinion how much should a married man carry if he has a three-thousand-dollar salary and two young children?
8. When is it advisable for a family man to carry short-term insurance and when endowment insurance?

Suggested Activities

1. If you receive a weekly or monthly allowance, prepare a budget. Your teacher or librarian will help you find sample budget plans.
2. Play this insurance game. Use paper slips with sums written on for money. Pretend that five of your friends have pet frogs which they want to insure with your company. You figure out the probable life of each frog and insure each one for fifty cents to be paid in case of death. Suppose the premium is five cents a week. If Ed's frog dies in four weeks, you pay him fifty cents and lose thirty cents. If Joe's frog lives thirteen weeks, you pay fifty cents and have collected sixty-five cents—a profit of fifteen cents. Jack's frog lives eight weeks. You pay fifty

cents and lose ten cents. Bill's frog lives twenty weeks. You pay fifty cents and have collected one dollar—a profit of fifty cents. Al's frog lives twelve weeks. You pay fifty cents and have collected sixty cents, a gain of ten cents. What condition is your insurance company in at the end of the experiment? In the beginning you should have had at least two dollars and a quarter of your own, because all the frogs might have died in the first week. How would you have acquired this amount of capital? Could you have sold stock?

3. *Group Activity*: The teacher may conduct a class discussion on the value of vocational education in preparation for the printing trade.

CHAPTER V

TRAINING TO BE OF SERVICE

PREPARATORY NOTE: There is one very special reason why most communities require their firemen and policemen to wear uniforms. The uniform advertises the kind of special service the wearer may be expected to render. The same is true of mail carriers in the larger cities. You may never be engaged in a service which requires you to wear a uniform. But, with or without a uniform, you may be certain there will be plenty of opportunities to serve your fellow citizens.

For some time past you have been rendering service of one kind or another. You have been helping your parents, your neighbors, and your school community. All of these experiences have been part of your training. Now let us discuss the kinds of service that will be asked of you in the future.

Service in the Home. You can remember, no doubt, how you played "grownups" with other children of your age. You acted as you imagined your elders lived and acted. You were looking forward to a time when you would have greater responsibilities than you then had. You were training for the future. Every time you help your parents in some home duty, you are training for the future. Much of your schoolwork is training you for home duties. Your arithmetic will help you with your buying for the family wants, as well as with your

other financial problems. Other arts and skills which you learn in school will help you make your home a more pleasant place in which to live. Many a boy or girl has done a good deed by reading stories to his younger brothers and sisters. Frequently an older person whose eyes were failing has been entertained by being read to.

Service in the Community. There probably have been several occasions when something like this happened at your home: There is a knock at the door. Your father or mother answers it and invites the visitor, a neighbor, to come in. The visitor has called to talk with your parents about some community problem. Perhaps the problem is the coming election or maybe the streets of your neighborhood. Or perhaps it is some community health problem. Often the visit has to do with your school or playground. Such visits are for service to the community.

Imagine that you are now one of the heads in your home. There comes a knock. You open the door and invite a committee of neighbors to enter. They ask you to present a petition to the governing body of your community. You agree, and at the appointed time you stand before the officials to state your neighborhood's point of view. Your training in expressing yourself in class discussions and in other school activities has prepared you for just such service.

Another valuable type of service can come through a knowledge of first aid. Thousands of lives have been saved by the boys and girls of America as a result of their knowledge of first aid. Fire losses have been greatly reduced because young people have been taught

to prevent fires. Think of the traffic accidents which have been prevented by the schoolboy patrolmen.



© *Underwood & Underwood*

Schoolboy patrolman helps children across the street

Service as a Citizen. In later chapters your duties toward your governments will be discussed more fully. For our purposes in this chapter we will suggest just a few policies of good citizenship. You will be able to suggest many others to guide you in your individual attitudes and actions.

1. *A good citizen is self-reliant.* You should learn to think for yourself. You should learn to work out your individual problems by yourself according to the direc-

tions and instructions which are given to you. As never before, America needs *thinking citizens.*

2. *A good citizen is obedient to the laws of his community or group.* In the community in which you live, only a very small percentage of the citizens refuses to obey your community's laws. Yet that very small percentage causes all kinds of trouble and expense to everyone in the community. In the study of crime it has been found that criminals did not learn to obey the laws of their group when they were young.

In addition to taking an active part himself, the citizen should follow the wishes of the majority of his fellow citizens as expressed in the law. Obedience to the law is merely following the wishes of the people as decided by their representatives. It is necessary in a democracy for people to obey the opinions of the majority; otherwise there would be no lasting democratic government. Even though you do not understand or approve of all the laws, you should follow them as long as they remain laws. It is your privilege, however, to make every effort to have the people or their representatives change an unjust law as soon as possible. You may not like to put a muzzle or a leash on your dog, but if the village ordinance demands it, you must obey for the good of the community.

3. *A good citizen looks forward to the future and plans for the things that will benefit his community.* If your neighborhood were your particular responsibility, no doubt you would make many changes and improvements which you think are needed. Perhaps you have thought, "Our park should have more equip-

ment," or, "Something ought to be done about the condition of these streets."

4. *A good citizen has courage.* You should stand up at all times for the things that are right. You should have the courage to do what is best for your community and for your country.

You should have the courage to look ahead. You should have real courage—not just the courage to go into the dark by yourself, but the courage that will cause you never to flinch from standing up for what is right; the courage that may risk the good will even of a friend or classmate. Our nation needs such courage.

Test and Study Exercises

Aids to Learning

1. Remember that your work at home and in school is training you for the future.

2. Remember that obedience to the law is merely following the wishes of the people as decided by their representatives.

3. Review four of the ways in which citizens can best serve their government.

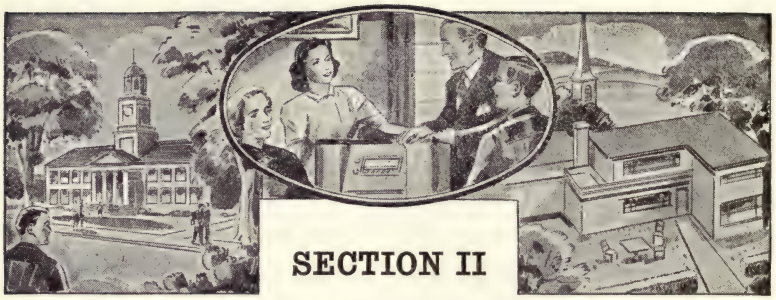
Test Exercises

On a separate sheet of paper write the numbers from one through six on the left margin. Then write *yes* or *no* after each number depending on your judgment as to the answer. If there is a difference of opinion regarding the answers, these should be discussed by the teacher.

1. Are the services that you have been rendering a part of your training?
2. Does your arithmetic train you for home duties?
3. Is every law passed in a democracy a good law?
4. Must a good citizen approve of all laws passed by his representatives?
5. Should a good citizen try to have a law changed if he regards the law as unjust?
6. Is it necessary in a democracy for the people to obey the will of the minority?

Suggested Activities

1. Keep a scrapbook of newspaper clippings of activities in your community that have been of benefit to the community. Show the scrapbook to the class.
2. Make a list of suggested improvements for your community. Suggest as many improvements as you can. Then number the suggestions in the order in which the suggested improvements will be most useful to the community.
3. Write a newspaper editorial, praising a citizen for the service he has rendered to the community.



SECTION II

THE CITIZEN AS A MEMBER OF A GROUP

This business of being a citizen is nothing more nor less than living with others. If you live with just a few people, the business is a small one. When you find yourself as one of many, you realize that you are engaged in a big business.

You will remember in the story of Robinson Crusoe that for a long time he lived alone on his island. Until his man Friday came, he had no social responsibilities. He had no opportunity to practice citizenship. There was no one dependent on him, and he was not dependent on anyone else. After Friday escaped from the cannibals and came to live with him, Robinson Crusoe's life became more complicated. From that time on he became a citizen in a group of two.

We usually think of the word "group" as meaning a number of persons united by common ties or interests. Robinson Crusoe and Friday were united by several common ties. They faced the problem of getting enough to eat. They had to find shelter from the sun and rain.

They needed to guard against the return of the cannibals to the island. Perhaps the strongest tie of all was the fact that they were the only two human beings on the island.

Think of the many different groups to which you belong. The first and most important group, of course, is your home. When you get outside your home, you find yourself a member of many other groups. Those of you from the same neighborhood are a group. Common interests naturally make you and your classmates a group. The boys in the class compose a group within a group. The girls make up another group. Common ties of religion bind you to those of your classmates who go to your church.

As you grow older and your interests increase, you will find those interests bringing you into still other groups. Some of those interests will be social. Some will be athletic. Others will be literary or musical. In many cases the spirit of service will bring you into such special groups as the Red Cross and the Community Chest.

In every group of which you are a member, your particular responsibility will be to make yourself as valuable a member as possible. You will frequently ask yourself, What would this group be if every member were just like me? You will find that the more you do for each of your groups, the more that group will do for you.

CHAPTER VI

YOUR PART IN THE FAMILY

PREPARATORY NOTE: Naturalists tell us that wild animals do all in their power to make their young independent of them as soon as possible. When eaglets are about three months old, their parents deliberately push them off the rocky ledge on which the nest is located. Your parents, on the other hand, have such great love and care for you that they do not like even to think of the time when you will leave home. If you are not careful, their love and care will spoil you. That is, you may get into the state of mind in which you will expect the members of your family to do more for you than you do for them.

At the beginning of this book you were invited to give special consideration to that very important person in your mirror. Now you are asked to stop thinking about your own importance. Instead, you are asked to think about the importance of others. Start with the other persons in your home. Think of how important each of them is to your family life. Then check with yourself as to the part you play in making your home a good place in which to live.

The Meaning of Home. The home is the oldest unit of civilization. No matter when or where a home has been established, it has always been a center of training. During those prehistoric days when people lived in caves, mothers taught their children obedience and loyalty. In the tree homes built over swamps parents in-

stilled in their children shrewdness, self-reliance, and bravery. The members of an Eskimo family in their northern igloo live together in a spirit of good will and mutual helpfulness.

The ideal home is a place where people are bound together by ties of love. In such a home, courtesy and consideration for others are constantly practiced by all. The younger members are guarded and guided by the older ones. All work together to make the home a place of rest, comfort, and security. The ideal home is a sacred institution, where worthy character traits are taught, learned, and enjoyed. The word home cannot be defined in terms of material things, such as wood, stone, plaster, or the like. Home does not mean the same as house. A home is a spirit of loving relationship among the members of a family.

Relationship to Parents. Without realizing it and without even appreciating it, you receive unending care and attention from your parents. Your parents make many sacrifices for you. In return for this, you learn to love, respect, and obey them. As time goes on, you begin to realize that you have certain responsibilities. You become more co-operative.

As a child, you receive from the family more than you contribute to it. As a young man or woman, you will naturally want to contribute to the family welfare. When your parents become old, there is frequently an opportunity for you to show your appreciation by providing a home for them.

Relationship to Brothers and Sisters. To develop an ideal home, it is necessary to practice a spirit of give

and take. To accomplish this, you should be considerate of your brothers and sisters as well as of others. Be thoughtful of their interests, and be patient and sympathetic with them. Be willing to co-operate with them to help them accomplish their work. Try teamwork in your family, and see what the results of this experiment will be.

Habits are formed in childhood, and the foundations for a satisfactory personality are laid then. It is important to form right habits, whether physical or mental, for they tend to become fixed habits. If they are bad habits, they lead to unhappiness and inefficiency in adult life. If they are good habits, they produce contentment and achievement.

Importance of Homemaking. Through family life, civilization is improved. One of the most important steps in life is that of establishing a home. No problem requires greater care. To be successful, two homemakers should have a similar point of view and make their decisions with frankness and mutual understanding. They should use every effort to improve themselves by making the most of their opportunities and the best use of the talents they possess.

Most young men and women want to have a part in building a home someday. They look forward to that time with a great deal of satisfaction. Therefore, they should be prepared for their new venture. The young man should have entered the vocation he has chosen to follow. The young woman should know how to manage the household on his income. In such a partnership each should contribute to its success and happiness.

To secure lasting happiness, each should have a sound mind and a sound body, strong character, useful work to do, and sufficient interests for leisure time.



© *Kaufmann-Fabry*

A Modern Kitchen

Housekeeping and Homemaking. Good housekeeping requires the organizing of one's duties and the careful planning of time and effort. Then, there is the choosing of materials or tools with which to keep house. The attractive placing of furniture and the efficient arranging of household equipment always add to a home.

During the past century household tools have changed along with other tools and machinery. The kitchen of covered-wagon days contained an open grate with an iron pot for boiling and a Dutch oven for baking. The photograph shows the churn for making but-



© *Underwood & Underwood*

Primitive Utensils of Covered Wagon Days

ter, the tallow-candle dip, the bellows for blowing fires, and other utensils of pioneer days. Compare this picture with that of the modern kitchen. It will not be difficult for you to find many points of difference. Such a comparison will help you appreciate the progress made in housekeeping. Equal advances have been made for the work outside the kitchen.

While housekeeping is important, homemaking is far more important. The home, however simple, should be a source of comfort, peace, encouragement, and understanding. The ambition to improve, together with the spirit of sympathy and unselfishness, will help produce success in homemaking.

Real Homemaking. There are many things which have a part in real homemaking. *Household management* includes planning the family budget, selecting and preparing the food, selecting and caring for the clothing, and planning and furnishing the home. *Pleasant social relationships* result from the wise choice of friends and proper personal conduct and relationship with others. *Good health* includes the physical care of all members of the household, mental development by further schooling and reading, moral health, and character development.

Training for Life outside the Home. Some boys and girls leave their home training in the hands of their parents. Unless they are made to do things, they seem to feel there is no obligation on them to do them. Such an attitude often gets them into trouble in their relationships outside the home. On the other hand, people notice when boys and girls are well behaved in public, control themselves in their many relationships, and show a spirit of co-operation. When people notice such things, they usually think, "That young person comes from a fine home."

Many experiences in your home prepare you for good citizenship in other groups of which you may be a member. For instance, you learn that when you fail to do

your part, an added burden is placed on some other member of your family. When you fail to pick up your clothes, someone else must put them away. If you fail to do your particular job of washing dishes, mowing the lawn, or making your bed, another must do it. In almost every group you will find these three kinds of members: (1) those who do everything that is expected of them, (2) those who fail to do their jobs, (3) those who do not only their own jobs but also the jobs which the slackers have left undone.

Here is another example of home training as preparation for outside living. If one member of a family takes more than his or her share, one or more of the other members must take less. Suppose you are at home on a hot summer day. Your father brings home a quart of ice cream. If you take the first helping and dip out almost a pint for yourself, you are taking what belongs to others. You have taken your part and more besides. You can imagine how others in your family feel about the way you have acted. All through life you are going to find people who, by their selfishness, rob others. Sometimes they take the lion's share of the profits of a business. Sometimes they cheat others out of their possessions. Often they get special favors for themselves at the expense of their fellow citizens.

As long as you live, you will experience many things similar to what you have experienced in your home. Often you will wish you had formed different habits while at home. For your mistakes are not looked upon by your loved ones in the same way in which they are looked upon by outsiders. People outside your family

will not stand for many of the things your homefolks patiently endure. Think of the times your mother or father have made excuses for the way you acted. Try to recall the many times you "got by" with fits of temper, or selfishness, or laziness at home. Do you remember what happened to you when you let your temper run away with you at school or while playing with friends? As you get more experiences outside your home, you will realize many of your mistakes. When you do, talk with members of your family about them. They will always be glad to advise you and help you correct them.

Test and Study Exercises

Aids to Learning

1. Remember that in childhood habits are formed, and the foundations of your personality are laid.

2. Notice the distinctions between homemaking and housekeeping.

3. One of the most important steps in life is that of establishing a home.

Test Exercises

1. Why is the home the most important institution to which any individual ever belongs?

2. Why does a good home develop the best side of each of its members?

3. Why is it important to form good habits early in life?

4. Name several important problems that occur in most homes, and explain how the co-operation of all members of the family helps to solve them.

5. How should children in the family assist their parents?

6. What is the distinction between house and home?

7. Show that the training you receive at home may be applied outside the home.

Suggested Activities

1. It is interesting to read about various prominent families of the past century, who have contributed much to our history. The teacher may assign someone to read the story of the Adams family which contained two early presidents of the United States. (See *Compton's Pictured Encyclopedia,* 1, pp. 13-17, or some other encyclopedia.) Two other presidential families are the Roosevelt and the Harrison families, each again with two presidents as well as other well-known citizens. What influence did their families have on these six presidents?

2. Contrast the different kinds of home life throughout the world. *Expanding Literary Interests* by Wellons, McTurnan, Smith, and Abney describes country and city life—Norwegian, Japanese, German, English, Scotch, and American homes. You may make a list of some foreign customs such as these.

3. *Group Activity:* The teacher may have several pupils draw a plan of a kitchen in a city house, showing how the different pieces of equipment should be located to give the greatest efficiency and economy of time to the housewife.

4. *Group Activity:* The class will enjoy selecting scenes from Dickens' *Christmas Carol* for dramatization. They will find described here Bob Cratchit's happy household as well as that of Scrooge's nephew, Fred.

5. *Group Activity:* The teacher may wish to arrange a class discussion on the question as to whether strict obedience of children in the family is better than sympathetic co-operation of all members.

CHAPTER VII

YOUR PLACE IN THE SCHOOL

PREPARATORY NOTE: A prominent American journalist once said, "Learning is wealth to the poor, an honor to the rich, an aid to the young, and a support and comfort to the aged." Learning is wealth to the poor since it enables them to make a better living. It is an honor to the rich in that it gives them something that money cannot buy. It is an aid to the young, for by it they are helped to help themselves. It is a support and comfort to the aged because on it they may lean in sickness and through it they may grow old with dignity.

The Meaning of School. To the ancient Greeks and Romans a "school" was a place in which a person spent his leisure time. In other words, a person who had nothing else to do might go to school. For you, however, school is a business. When you picked up your books this morning and started out from home, you were really going to work. Now think of the many comparisons you could make! You must be in school on time. You follow a regular schedule. You have regular periods for rest and refreshment. When your school day is over, you go home. Your lessons at school are your work. Your homework is overtime, which you do at home. You have superiors—some might even think of them as bosses—to tell you what

you must do. If you do not follow instructions, you are penalized in some way. If you do excellent work, you receive good grades, or top wages. If your work is not up to standard, your grades, or wages, are correspondingly lower. When you co-operate with your superiors and fellow workers, your job is pleasant and profitable.

School could mean much more to you, however, than just a place in which to work for definite wages. Many boys and girls think of their school as if it were a business that belonged to them. If you could take such an attitude, you would find things very different. You would be working for yourself instead of for someone else. Your principal and your teachers would be your helpers, not your bosses. You would think of the knowledge and skills you acquire as profits from your business, not as grades or wages. You would start to school in the morning with the thought, "I hope I can gain an extra amount of knowledge today." You would leave school in the afternoon with a sigh of regret because you had not been able to learn more.

Keep these thoughts in mind while you are giving special consideration to your place in your school: Your education is being provided for you during the years when there is no need for you to bother with the problems of making a living. There is nothing to keep you from concentrating on your education. Your education is a full-time job for you now. Later, after you become a wage earner, your education will be but a side line. The more you get now of those things which make up an education, the less time and energy

you will need to expend later in making up the deficiency.

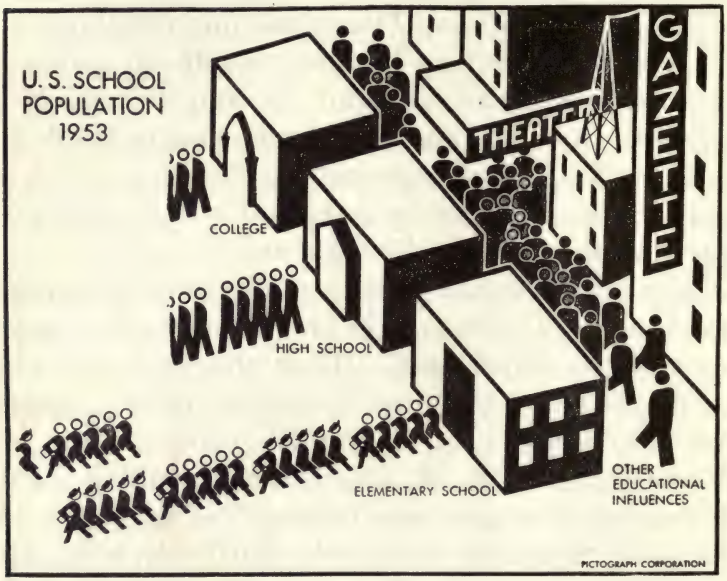
The Meaning of Education. Education is the development of those talents which an individual has and the gaining of new ones. One of the important aims of education is to combine knowledge with an ability to use it. Education tries to put learning to use. Most important of all, education enables you to think for yourself. Education encourages self-reliance and initiative. Education gives you the ability to do and think what you know should be done and thought.

The rightly educated person knows how to make himself a useful citizen. He knows how to fit himself to conditions which exist. He is able to judge what is best. He has the courage to let his better judgment decide the issues that confront him. He is able to face the many difficulties of life. The main pillars of democracy are intelligence and strength of character. The school offers you an excellent opportunity to develop both of them.

In a democracy such as ours, the government rests upon, and is controlled by, the people. Such a government cannot be efficient or even endure very long unless the people are well educated.

The Interest in Education. America has more interest in education than in any of her vast industrial corporations. The value of all the school property in the United States, both elementary and secondary, is around twenty billion dollars. About ten billion dollars are spent annually to maintain and operate these schools. The entire teaching force is well over a mil-

lion. The pupils and students attending these institutions total nearly thirty-six million, as you see in the chart. These facts support the common opinion



Each figure represents one million full-time students

that education is valuable, and even essential, from the viewpoint of the individual, the government, and society at large.

Although we regard the sums spent in the educational system as an investment, we cannot measure the profits. We are certain, however, that there is no better investment than an education. You will see proof later in your book that every boy and girl should try to complete at least a high-school course.

Methods of Learning. You learn directly and also indirectly. When you realize there is an effort in acquiring knowledge, you are learning directly. For example, when you are consciously trying to attain certain information, skills, or points of view, you are learning directly.

On the other hand, when you are not consciously giving your attention to increasing your skills or adding to your interests, you are learning indirectly. For example, when you secure information in civics, or history, or science in class, you also indirectly acquire training in habits, such as accuracy, neatness, or concentration. As a further example, athletic games have as their direct objectives the games themselves and the recreation they afford, but they also teach character traits indirectly. Dramatics and public speaking teach indirectly a number of desirable traits. Among these are self-expression, self-control, overcoming of stage fright, ability to think on your feet, and the use of good English. The direct objective is acting the play or winning the debate or the oratorical contest. So you learn both directly and indirectly in your classwork as well as in out-of-class activities.

School Activities—In Class. As you think over your school life, you will find it divided into two large groups: in-class activities and out-of-class activities. In-class activities are the subjects you study and the classes to which you belong. Out-of-class activities are your school interests outside the classroom. Included in the latter are any musical, dramatic, athletic, or literary clubs to which you may be attracted.

The classes are more important than the clubs. When you read of the benefits of an education, you will see that these concern both the in-class activities and the out-of-class activities of the school. All of these benefits are found in one or more of your class subjects. Among these class subjects are English grammar and literature, spelling, arithmetic, geography, history, civil government, science, music, and physical education.

In your classwork you are naturally interested in getting the best results from your efforts. Grades are only one indication of the degree of your success, but they are important in our present system. On them depends, to a large degree, your success or failure in high school and college. But more important than grades is the real understanding of your subjects. If you understand your schoolwork and are interested in it, you will make better grades more easily.

Understanding often depends on knowing *how* and *why*. Do you understand *why* a given problem was solved in the way it was? Do you see the reasons back of the project in geography or history which you have just completed? For example, do you know why rivers and mountains are important in a nation's life and history? If you do not, you are failing to get the most out of your classwork. Understanding requires effort on your part. Your teacher is available to help you when you encounter difficulties. Perhaps you will need to consult other books in the library, for it is difficult for any school text to present all that is important on a subject.

Try to find a way in which each subject will be of especial benefit to you. Does the history lesson make clear some point you have heard discussed or have read about in the papers or magazines? Does the arithmetic problem concern something in which you are or will be interested? You will readily find such applications as these if you really look for them. They will make your subjects far more interesting and valuable. You will find that all knowledge may be put to use. As a careful pupil you should understand that use and make an effort to find and apply it.

School Activities—Out of Class. When you have finished your classwork, if you can spare the time, try to enter into one or more out-of-class activities. Membership in various clubs is very profitable. Time spent in the band, chorus, orchestra, or debating team or in dramatics or athletics usually is time very well spent. Perhaps you are qualified for service on the staff of the school paper or for duty on the school council. Be sure to take an active part in some out-of-class activity, but be sure to give your classwork your first attention. You will find that the world outside of school requires the talents of people who can do a variety of things well. In school you can get valuable training for later life if you broaden your experience and learn to get along with people.

School Spirit. When you put your school above any of its clubs, classes, teams, or individuals, you are loyal to your school. When you have respect for authority and co-operate with those in charge of the school, and when you boost and help promote any

worthy cause of your school, you have the right school spirit. Anyone can cheer for his team when it is winning. It takes a "good sport" to cheer for his team when it is losing or to cheer for good plays made by the opposing team.

If you have the right school spirit, your conduct will readily show it. You will have pride in your school to the extent that you will not do anything to injure its reputation. You will not permit anyone to deface its property or mar its good name, if it is within your power to prevent it. You will sacrifice your own wishes for the good of your school. This training in loyalty will also carry over into your later life. It will make it easy for you to see the value of loyalty to your business, your profession, or your country. Habits of loyalty help your character and add to your success in life.

The Benefits of an Education. A study was made some twenty-five years ago to determine the benefits which should result from an elementary and a high-school education. These benefits were grouped under seven heads: (1) *command of the fundamental processes,* or a thorough knowledge of the tool subjects such as arithmetic, writing, spelling, and language, (2) *good health,* which is based upon the study of hygiene and physiology and also upon the entire program of physical education, (3) *worthy home membership,* which improves personal development and influences character, (4) *civic participation,* or unselfish interest and activity in the affairs of the community, (5) *vocational efficiency,* which comes from

the proper training for a trade, business, or profession, (6) *ethical character,* or good character, which is based on the proper understanding of right and wrong, (7) *worthy use of leisure,* or the ability to use spare time in such a way that it is thoroughly enjoyable to oneself and also helpful to friends.

If you are getting the benefits described above, your in-class and out-of-class activities are helping you develop in the right way. If you want to know the value of your schooling, grade yourself on the progress you have made toward these objectives. By making an outline and adding subheads under each of these seven topics, you can obtain a more detailed account of your progress. If you grade yourself once or twice a year, you will learn whether you actually are growing. You will also find that your own development is more important than your accumulation of material goods. You will understand that going to school is building a foundation upon which to shape an intelligent and useful life.

Education for Earning a Living. In this workaday world where everyone is supposed to earn his own living, the better educated you are, the more valuable you will be to yourself and to your future employer. You should realize that the competition in industry, business, and the professions is growing because standards are constantly being raised, and that the number of trained individuals is constantly increasing. If you realize this, you will understand why an adequate education is becoming an absolute necessity. Some parents, without sufficient reason, allow their

children to leave school to help the family with their earnings. They fail to realize that an education is an investment that will be of great financial aid in the future.

You can qualify for many kinds of businesses or professions by attending one of the many excellent colleges or universities available. But first you should discover the work for which you are best fitted. In most well-equipped high schools a great many courses are offered which prepare boys and girls for definite kinds of work.

Education for Serving Others. But merely to earn a living is not enough. It is true that work is necessary in order to obtain the money to buy the necessities of life. But money is only a symbol of value for material things and for work done, a medium of exchange. To be truly happy, you must have some unselfish purpose in your work. When you cease to work for money alone, you gain in proportion to the spirit you put into your work. Your work becomes a joy and satisfaction instead of a hated duty and drudgery.

It has often been said that ignorance and selfishness are two of the greatest obstacles to human progress. Ignorance vanishes as one becomes educated; selfishness disappears as one learns to love his fellow man and becomes interested in his welfare. Truth and love for humanity are the forces that will carry mankind forward.

A new social attitude is spreading through all classes, agencies, and organizations. People are becoming more intelligent and unselfish in their desire to

improve conditions. This new spirit is expressing itself in various ways. Underprivileged classes are being better cared for. Employers feel they owe their employees something more than wages. Social settlements and philanthropic organizations are doing noble work. Schools and universities announce that the object of education is to fit men and women for service. Churches, of course, are fitting individuals for service. Rotary Clubs have for their slogan, "He profits most who serves best."

A prominent judge once said: "Man in all stages, from poverty to riches, from ignorance to learning, reacts to the urge of service and the glow which it brings. Service to others, service to the community, service to the world, are ever apparent. To serve well, one must be honest, have the courage to stand for his convictions, and do the right thing."

Education for Enjoying Life. To enjoy life, one must have some measure of success. But what is success? Some will have one meaning, others will have another. Surely it is not a mere collection of dollars and cents nor an accumulation of material goods. Even fame, social position, or political prominence do not always mean success. Success, we may say, is accomplishment sufficient to give real satisfaction. And along with accomplishment must go service and consideration for others.

There is no short cut to success. Success depends on hard work. You cannot go through life without paying your dues. You cannot get something for nothing very often. It may take many a severe lesson for you

to learn this. It may demand great sacrifice. But it will be worth it in the end.

More and more, education is developing appreciation of the better things in life. Art appreciation, music appreciation, nature appreciation are opening new avenues of thought and instruction for you. To admire the beauty of a sunset or the flaming tints of autumn, is appreciation. But an even deeper appreciation of the beauty in life may be gained in the home. Here daily and hourly friendly contacts give you opportunity for the cultivation of sympathy, understanding, and kindly attentions.

Appreciation of life, understanding of life's problems, and obedience to the laws of life make the only road to happiness. The greater the appreciation, the greater is the capacity for happiness. Real happiness comes only when the mind is contented with its course. Those whose real satisfaction consists in striving toward an ideal, find life the most worth while.

Test and Study Exercises

Aids to Learning

1. Remember that one of the most important aims of education is to teach you to think for yourself.

2. Observe that nearly thirty million young people out of our total population are now enrolled in school.

3. Review the seven benefits to be secured from an elementary and high-school education.

Test Exercises

1. Which of the seven fundamental benefits of education are illustrated by the subjects you are studying this year?

2. What are several ways by which you can tell a well-educated person from one who has had little formal education?

3. Should a course in citizenship primarily add to your information, increase your skills, or change your points of view?

4. Why should boys and girls remain in school, if possible, until they are at least twenty years old?

5. What out-of-class activities are most valuable as preparation for your chosen vocation?

6. Whom would you consider more successful in life, the man who had accumulated money only or the prominent scientist who had discovered a cure for a common disease? The political boss of a wealthy state or the poet Longfellow? Why?

Suggested Activities

1. Inquire from your principal how many of the graduates of your grade school finish high school. Compare this with the average school by consulting your librarian. What does this signify to you?

2. Make a list of the out-of-school activities which pupils in your school enjoy. How do these activities show the results of the seven benefits of an education?

3. *Group Activity:* The teacher may assign pupils to consult the library and make a report to the class on the education of Abraham Lincoln as compared with that of George Washington. How did the school experiences of both differ from yours?

CHAPTER VIII

THE INFLUENCE OF RELIGIONS

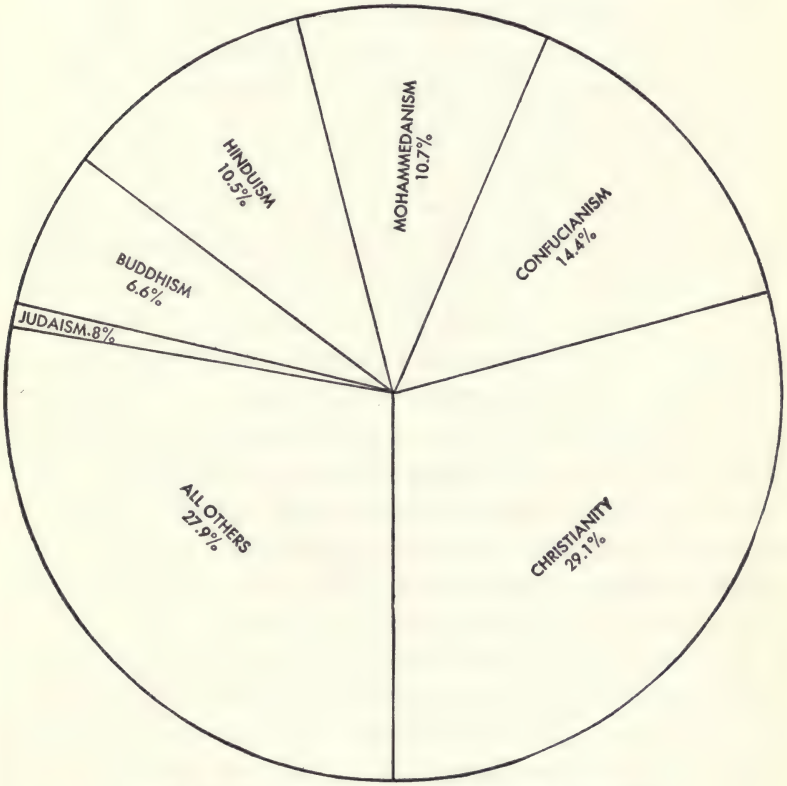
PREPARATORY NOTE: Of the many organizations in the community the church is best suited to teach moral betterment, or right conduct. This does not mean that the school does not also teach right conduct. But as it is the special function of the school to educate the mind, so it is the special function of the church to educate the spirit. The church can be a great force for good in the community. In a community, especially in a large community, there are many people with many different outlooks on life. Many of these ways of life lead to greed, dishonesty, cruelty, or even crime. The church emphasizes a way of life that will bring happiness to most people.

Different Ideas about Religion. Religion has different meanings for different peoples. To the Chinese, Confucianism[1] is a code of morality emphasizing social service. To the Arab, Mohammedanism[2] means the careful observance of prayer and temperance. To the Jew, religion is a belief in one God and in virtuous living, tolerance, and peace. To the Christian, religion signifies that God is the Father of all and that all men are brothers. All of these religions have their

[1] **Confucianism.** The moral system of Confucius, a Chinese philosopher of the fifth century before Christ.

[2] **Mohammedanism.** The religion of Mohammed, the Arabian prophet of the seventh century.

lofty ideals of morality. Unfortunately, however, superstition and selfishness are also found there. Religion then is a matter of belief, a belief in the relation between God and man.



The Percentage Distribution of World Religions

Christianity is the prevailing religion in this land of ours and, in fact, throughout the whole world, as far as numbers go. Nearly one third of the people of

the world—about six hundred millions—are called Christians, or followers of Jesus of Nazareth. Confucianism has about one seventh of the world under its sway. Hinduism[3] and Buddhism[4], the religion of India and southeastern Asia, have together more than one sixth. Mohammedanism has more than one tenth. Judaism, the religion of the Jews, has less than one hundredth of the total population. Hundreds of minor faiths include a large part of the other inhabitants of the world.

Christianity, like many other religions, is not united. Roman Catholics include more than half the total Christian group, Greek Catholics about a fifth, and Protestants the remainder. These again are subdivided—the Protestants into many different groups.

Among the important teachings of Jesus, the founder of Christianity, is the belief that God is the Father of all men and that all men are brothers. Jesus explained his social teachings in the Golden Rule. "To do unto others as you would have them do unto you" is the essence of this belief. This is the practical rule which applies to our everyday conduct.

Unfortunately people of different religions and even of the same religion have too often been eager to oppose one another in defense of their particular beliefs. History has been full of bloody wars brought about by man's intolerance. The practice of the Golden Rule, however, would do away with these sense-

[3] **Hinduism.** The ancient religion or beliefs of the people of India, based on the caste system.

[4] **Buddhism.** The religion of the Hindu prince Buddha, of the fifth century before Christ.

less mass killings. It is obvious that murder, crime, and war would cease if we did to others as we would have others do to us.

The Benefits of Religion. Man's lack of concern for his ideals has caused most of the suffering in the world. Selfishness and greed are usually the cause of this lack of concern. But despite this fact, most of the improvements in civilization today have their roots in the Golden Rule. Christianity teaches us to relieve all suffering, to help the oppressed, to make the world a better place in which to live, to be tolerant of other people, and to be merciful.

Relief of Suffering. The Hospitalers, or Knights of St. John, during the Crusades eight hundred years ago were among the first to take care of the sick and wounded. For many hundreds of years the monks used their monasteries for similar purposes. Florence Nightingale, a nurse, carried out the same idea on the battlefields of the Crimean War nearly a century ago. All of these directly or indirectly received their inspiration for relieving pain and suffering from the teachings of Jesus.

There are many other kinds of sufferers who need relief besides those wounded in battle. Medical missionaries today are trying to better the condition of the people in all the lands to which they go. They teach them the scientific use of medicine, how to take care of themselves physically, and how to avoid disease. These same practices are followed by the settlement workers in the slums of our big cities. Here the poor are massed together in such large numbers that

they find it difficult even to live. Sanitation and health are cared for by the city government, but the visiting nurse or case worker has to teach people how to observe proper health rules.

Improvement through Education. One of the best ways to make people happier is to give them the knowledge by which they can care for themselves. Christians during the Middle Ages formed schools for training their children. These at first were religious schools under the control of the monasteries. The early schools in our own country were started by the Puritans and other settlers as places for religious training. Thus schools had their beginning among our ancestors as religious institutions. It was not till the middle of the last century that free public education became popular.

By means of schools children were taught the newer developments of their day. They became better citizens. They learned to enter business and the professions. They learned how to enjoy life and to make others happier. They began to look beyond their own household, and as they grew older, they gave more attention to the welfare of their neighbors.

Settlement houses like Hull House in Chicago, started by Jane Addams more than a half century ago, were the first means of helping the poor in our large cities. Institutions for the care of the blind or the aged also grew up out of this same interest. The Young Men's Christian Association established centers in many cities. Most of these institutions were associated with religious interests in one way or an-

other. And so in ways such as these religion, together with education, helps to make a better world.

Florence Nightingale during the Crimean War practiced mercy and tolerance by caring for both friend and foe. You see in this photograph from a moving-picture film how she aided the wounded in her hospital. The Red Cross has always aided the



Photo Courtesy of Warner Bros. Studio

Florence Nightingale Administering to the Wounded

wounded and dying of both sides on the battlefield. Religious wars have about ceased, and man is becoming more tolerant of those who differ with him in religious beliefs.

Teaching Tolerance and Mercy. It took many centuries, however, before religion became tolerant and merciful to its enemies. Early men believed in killing their foes, even including the helpless women and children. The early Christians frequently followed the same practice. The first settlers in America were merciful neither to the Indians nor to their religious opponents in other settlements. It was not till this last century that the quality of mercy and the spirit of tolerance became commoner.

However it is still hard to be tolerant of differences of opinion. People differ harshly on some of the minor points of religion or politics. Education still has a long way to go to teach men to look at both sides of a disputed question and to recognize the good points of their opponents. Open-mindedness is necessary.

Your Responsibility to Religion. Even though you accept all this as true, what is your part in bringing it about? What can you do to spread these ideals in your community? In the first place, you should have sympathy and an understanding of the conditions of those who are less fortunate than you as well as of those who hold other beliefs. Understanding the problems of others leads to tolerance. You may think you dislike certain groups of foreigners, but you find it hard not to like the foreign boy or girl whom you know well in the playground or clubroom. You think *he* or *she* is different when really *you* are the one who takes the different point of view.

Co-operation and Participation. Churches would not flourish if all people were merely tolerant. You

must co-operate and play your part if you are to give as well as to receive the benefits of religion. Your relation may take the form of membership in the activities of some religious group. This should include participation in its undertakings.

More important than all these contributions of religion is the influence religion has on the right living of its members. Religion is more than a code of morals. Religion supplies reasons for right and wrong. The faith you have in the ideals of your religion is one of the most important guides that cause you to do what you believe is right and to avoid what you consider wrong. By holding to this faith, you make yourself a better person and a more valuable citizen of your community.

Test and Study Exercises

Aids to Learning

1. Observe three of the ways in which religion has improved our civilization.

2. Remember that various people give different meanings to religion.

3. Education teaches us to look at both sides of a disputed question and to be tolerant of differences of opinion.

Test Exercises

1. What are the advantages of a community with an active church in it?
2. Which has the more followers, Asiatic religions or Christianity?
3. What organizations for helping those less fortunate were started by religious groups?
4. What international boys' organization is closely related to the church?

5. Is Christianity merely a personal religion, or is it also based on social teachings—the relation of man to his fellows?

6. What are several important ways in which Christianity has aided modern civilization?

7. Give examples of cruel treatment because of religious differences.

8. In what way were the early colonial schools different from our modern public schools?

Suggested Activities

1. The teacher may assign pupils to color outline maps of the different continents of the world showing where the world religions are located.

2. Refer to your encyclopedia for information about the Knights of St. John, and see what part they had in the Crusades.

3. The teacher may assign pupils to report more fully on the life of Florence Nightingale and her influence in preparing the way for the Red Cross.

4. Look up the life of some famous missionary such as John G. Patton, Father Xavier, or David Livingstone. How did they relieve suffering and in what ways did they really educate their people?

5. You may read part of Jane Addams' *Twenty Years at Hull House* or some other biography of her to learn of the changes that were made in this neighborhood under Miss Addams' guidance.

6. *Group Activity:* If you live in a town, your teacher may arrange to have the class visit some social settlement, boys' club, or old people's home. Discover how religious influences are making life happier for these people.

CHAPTER IX

YOUR INTEREST IN THE COMMUNITY

PREPARATORY NOTE: Two families moved into a community about the same time. The head of one of the families called on the mayor. "I would like for you to tell me something, Mr. Mayor," he began. "What kind of people live here?"

"How were the people in the community you just left?" the mayor asked.

"Oh," answered the man, "they were terrible. They were all so self-centered and snobbish."

"I am afraid," the mayor said, "you will find the people here very much like the people in your former home town."

A few days later, the head of the second family met the mayor and asked the same question the first man had asked. When the mayor asked him how the people were in the town from which he had just moved, the man replied, "Oh, they were just wonderful, so co-operative and sociable. We were all broken up over having to leave there."

The mayor shook the man's hand and said, "My friend, you will learn to like our community just as well as you did your former one. For we have exactly the same kind of people here."

As a Member of Your Community. Whenever a group of people live together in the same locality, have interests in common, and are subject to the same rules

or laws, we refer to that group as a community. As a member of your community, you should be interested in its progress and welfare, just as you are interested in the progress and success of your school, church, or club.

You are a member of the community in which you live. Your very residence in that community makes you one of its citizens. As a citizen, you have certain privileges and responsibilities. You are entitled to all that your community has to offer in the way of conveniences, protection, educational and recreational opportunities, and many other material and cultural values. At the same time, you owe such obligations to your community as financial and moral support, obedience to its laws, co-operation in its advancement, and constant consideration of its interests.

The members of an organization are responsible for the reputation, good or bad, of their organization. The same is true of a community. The community may be known as the best one for miles around, or it may be known as a place to avoid. All depends on the attitudes and actions of its members.

Community spirit depends to a great extent upon the home training of its members. If you are considerate of those about you, you will be interested in helping your neighbors make your community a more pleasant and more attractive place in which to live.

Changing Communities. We may classify the various communities in the history of our country according to the time in which they were developed. A number of things, such as the time in which they existed,

the circumstances under which they were formed, their particular problems, and the kinds of people living in them made these communities what they were. Thus we have the original community where the Indian lived, the frontier community where the early white settlers lived, and the modern community of today.

The Original American Community. The Indian produced his own food, made his own clothes, built his own dwelling and occasionally even dug his own grave. He depended upon very few for assistance of any kind. He was independent. He was also very superstitious. Independence and superstition were the two outstanding conditions found in the original community. As time went on, these two conditions changed, as you will notice.

The Frontier Community. The early white settlers lived together in communities. One of their chief problems was to protect themselves against the Indians. Though independent in spirit, they were obliged to work together in order to help one another against the common foe. This way of doing things naturally developed a spirit of co-operation. They traveled together, hunted and fished together, worked together, and took turns in guarding the community night and day. Also, they were better educated and consequently less superstitious than the Indians. The life of Daniel Boone will serve as an excellent example of life in the frontier community.

The Modern Community. As time went on, the co-operation found in the frontier community increased. Today there is no such thing as independent living.

Everyone is dependent upon others. Even the hermit can hide in the mountains for only a short time. The millionaire, with his great wealth, cannot get along without others. The city dweller needs the farmer's grain, and the farmer needs machinery made in the city. Capital requires the help of labor, and labor the help of capital. This dependence on others is true also of sports. A football team needs players in the line as well as in the backfield. A baseball team needs fielders and basemen as well as pitchers and catchers.

In this day of specialization dozens of people are needed to make one pair of shoes, whereas years ago one man made the pair by himself. Formerly two men would kill and butcher a hog or a steer. Today, in a meat-packing house, many men are engaged in preparing animals for food. The result is that several thousand hogs, sheep, and cattle are slaughtered and prepared in a single day in a single meat-packing house. Dependence on one another has been brought about by the necessity for greater production due to greater demand.

The two outstanding conditions of the modern community, as compared with the original American community and the frontier community, are the almost total dependence of people upon one another and the greater degree of training required. The independence of the early communities has changed to dependence; ignorance and superstition have been replaced by knowledge.

The Beautiful Community. A community still surrounded with its native scenery is frequently a beau-

tiful community. An example of such a community is Yakima, Washington. Off in the distance towers snow-capped Mount Adams, surrounded by forests, while on the other side flows the river, bordered by beautiful orchards.



Courtesy Northern Pacific Ry.

Yakima, Washington, and Mt. Adams

It is possible, on the other hand, for a community to create its own beauty. An artificial lake may border its edge. Trees may be planted, houses painted, and lawns and terraces created. If nature has not contributed much to the surrounding beauty, man may take care of the lack by his imagination and his labor.

An ideal community in which to live should have real beauty, natural or artificial. But above and beyond that beauty, it must have people in it with ideals, principles, and habits which will produce peace and justice. An attractive community must have a wholesome community spirit.

Study of the Community. It is a good thing for a community to take an inventory of itself occasionally. A community needs to survey its strength and weakness, its progress and the places where progress still should be made. A community should learn its needs in the order of their importance. It should then plan ways and means of satisfying those needs.

Your Duty toward Your Community. If you are interested in your community and its affairs, you will want to do your share to improve it in whatever way you can. You will obey its rules and have respect for the rights of others. You will be fair in all your dealings and support your community in every possible way.

You will be loyal to your community. School children sometimes speak disrespectfully of the policemen and firemen. They forget that these men are constantly risking their lives for the protection of the public. They forget that these men safeguard the community. One way to be loyal to your community is to respect and support its officers.

The Community's Duty toward You. The officials of your community that have the proper spirit will have a sincere desire to benefit all of its members. They will accept their responsibilities and solve com-

munity problems to the best of their ability. They will endeavor to safeguard public health. They will endeavor to protect life and property within the community. They will provide education and recreation for all. They will aid the handicapped and unfortunate. They will plan the city so that there will be beauty, convenience, and efficiency. They will endeavor to have all members of the community do their part in the community. These are some of the principal problems found in all communities, but there are many other minor problems constantly coming up for a practical and helpful solution.

If the officials of a community fail to meet and solve these problems, whether because of inability or lack of desire, they can be replaced by more capable and more willing officials if the people so desire. The people select their own officials and thus control the future of their community. A community is what the people make it.

Just as an individual has duties to perform and problems to solve, so communities have their duties and problems. If neighboring communities will co-operate rather than criticize one another, all will benefit and a desirable community spirit will be the result.

A Growing Responsibility. Every individual should want to do his part in his community. Some will see how they can be helpful sooner than others, depending on how well they have learned to be helpful and to co-operate at home and at school.

At home a child learns that he should not destroy his toys, the furniture, or other things about his home.

He also learns that he should not injure his neighbor's property.

At school he learns to be neat; he throws waste paper in the basket instead of on the floor or street. He learns not to destroy or deface his school building or other public buildings. He learns not to break windows in buildings whether the buildings are occupied or not. When he is willing to respect these rules, he shows that he is a good citizen and has taken his first step in the affairs of the community.

As a youth we expect more of him. He begins to realize that there are standards by which he may guide himself. He knows that the record he is now making will count for or against him in the future. He is more eager than ever before to take his place in the development of his community.

As an adult he takes his place in industry and the community. He has the opportunity, if he is qualified, of being elected or appointed to hold public office. He may be asked for counsel and advice on matters of importance. He is in a position to render great service to his community. He will be expected to use his influence for good among the youth of his community. As he grows older he becomes still more experienced and therefore a wiser counselor and a firmer supporter of his community.

Contrasting Communities. We have discussed your place in the home, the school, and the church. These three institutions are very important in all good communities. You will now see that there are many kinds of communities; some are large, others are small;

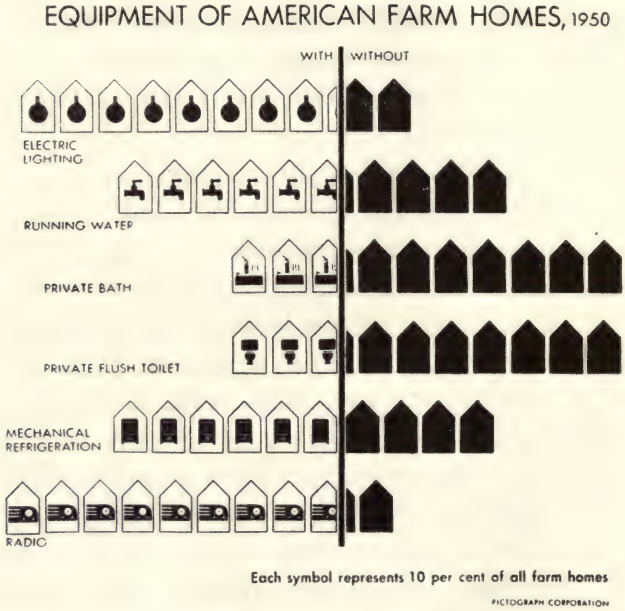
some are industrial, others purely residential. Of the industrial communities some are mining towns, some are manufacturing towns, some are railroad centers, some are oil towns, and some are seaports.

There are also rural and urban communities. Both types are necessary, for they depend upon each other. They must work together, each respecting the other. The rural communities consist of farms and small villages. Here houses are far apart, and association between people is naturally more difficult. In an urban community, people can mingle with each other more easily than in a rural community because they live closer together.

The Rural Community. The rural community supplies the urban community with its food. Also it provides the city with raw materials to make its clothing. No longer is life in the country considered lonely and inconvenient as was formerly the case. Rural folks have been brought into closer touch with the city by means of transportation, the radio, and television. Cars, trucks, and good highways make it possible for the farmer to deliver his produce more quickly than ever before and at less expense. The farmer can now go to the city to buy in less time and at a cheaper rate. He can also go to town oftener for recreation. Even airplanes and refrigeration are having their part in rapid transportation of perishable produce.

Many a farmer has nearly the same conveniences as his city neighbor. He uses the same telephone system. He tunes in the same radio stations and watches the same TV programs. He uses gas, oil, and electricity

from the same sources as does his city neighbor. He has free delivery of mail. Frequently he reads the same daily newspaper and the same magazines and borrows the same kind of books from the public library. He may attend a similar theater, lodge, or church. His children can attend the same kind of high school or college. Unfortunately this is not yet true of all farmers, but the number of farm homes that



have such conveniences as electric lighting, running water, refrigerators, and radios is continually increasing, as the above pictograph shows.

The farmer, in addition, lives a more independent life. He enjoys the sunshine and fresh air, which is

free from the smoke and dirt usually found in the city. He can go to the city whenever he chooses since he works under his own direction. During certain periods of the year he has more leisure. As a rule, he is not under the same pressure as is the city man.

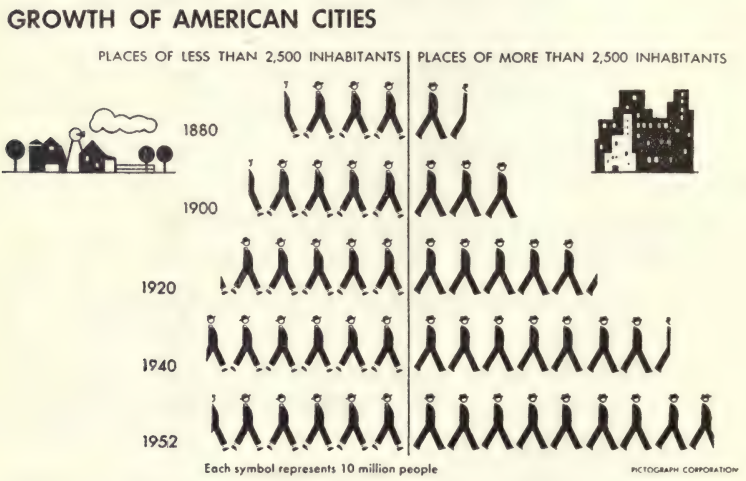
The Large Community. The urban community supplies the rural community with ready-made clothes, machinery, and all kinds of equipment. While the resident of a large city has many advantages over his country friend, he also has certain disadvantages. City people live very busy lives. Most of them have a considerable distance to travel to and from their work. The city man often lives in a large apartment house high above the street. He may have fewer neighbors and doubtless has fewer real friends in that building than the man who lives in a small community. Every city has its problems. The larger the city, the more numerous and the greater are these problems.

On the other hand, the city is a center of culture and learning. Here are most of our newspapers, high schools, colleges, churches, theaters, large stores, and many other cultural opportunities. The city offers comfort, amusement, and education, but it also has poverty, vice, and slums.

The Small City Community. This type of community depends upon both the rural community and the large city community. It has many of the advantages of both. It is, as a rule, a residential village, without many large industries. Here a general spirit of friendliness and common interest are found because everyone knows almost everyone else. People attend the

community centers; they are interested in civic affairs; and they are concerned with the welfare of everyone else in their community. They can go to the big city or to the country whenever they choose. If the small city has the right community spirit, it is perhaps the most attractive of all communities in which to live.

From Farm to City. The number and proportion of people living in towns and cities has been constantly increasing. About one hundred fifty years ago, only one twentieth of the inhabitants of the United States



lived in towns or cities having a population of twenty-five hundred or more. One hundreds years ago only one tenth lived in such towns and cities. Seventy years ago this number had increased to well over one third, and by 1920 to over one half. As a matter of fact, in 1952 there were over thirty-five million more people in

such towns and cities than in 1920. The trend toward the city during the life of our nation can be seen in the pictograph on the opposite page.

If rural people continue to move to large towns and cities, we shall have ever-increasing problems. The crowding of too many people into small areas causes the housing shortage to become even greater. The difficulty people have in finding adequate houses or apartments naturally causes dissatisfaction. Poor housing is one of the reasons for the increase in crime. Unless people begin to return to the small communities, life in our cities will become even more complex than it is today.

Test and Study Exercises

Aids to Learning

1. Note that a group of people living together in the same locality, with common interests and common laws, make up a community.

2. Observe the changes in regard to co-operation and training in the original community, the frontier community, and the modern community.

3. Notice how the transfer of people from rural districts to urban districts has created vital problems in our cities.

Test Exercises

On a separate sheet of paper give the letter for the correct answer for each statement.

1. A community may best be defined as a group of people associated together in (*a*) a school (*b*) a church (*c*) a club (*d*) a state (*e*) a town or village.

2. In the original American community the Indian was (*a*) independent (*b*) co-operative (*c*) well educated (*d*) highly specialized (*e*) industrialized.

3. The farmer is usually dependent on the city for (*a*) food (*b*) roads (*c*) raw materials (*d*) machinery (*e*) water supply.

4. The city man is dependent on the farm for (*a*) machinery (*b*) food (*c*) transportation (*d*) houses (*e*) recreation.

5. An outstanding advantage of the city is its (*a*) quietness (*b*) neighborliness (*c*) culture and recreation (*d*) slums (*e*) congestion.

Suggested Activities

1. Consult *The World Book Encyclopedia* or some other reference book for the village life of the American Indians. In what ways were the Indians very superstitious?

2. Find out what new kinds of food the Indians taught the white man to use.

3. Read *Robinson Crusoe,* by Daniel Defoe, or *Swiss Family Robinson,* by J. D. Wyss, to learn how people cast on a desert island are able to live by themselves.

4. Consult an encyclopedia or almanac on the growth of the city of Chicago. What were the important reasons for its very rapid growth?

5. *Group Activity:* The teacher may take the class to visit some industry where mass production is shown. The stockyards, an automobile-assembly plant, a shoe factory, or a newspaper-printing plant will illustrate the specialization of each man's job.

6. *Group Activity:* The teacher may assign several pupils to visit a near-by fire station and report to the class. They will learn the ways in which firemen protect the property of the community, even at the risk of their own lives.

7. *Group Activity:* The teacher may have different pupils report to the class the source of the common foods we eat everyday.



SECTION III

THE COMMUNITY WORKING THROUGH ITS CITIZENS

It is within the power of the members of a community to make what they want of their community. If the members work together for the common good, the community will thrive and be a good place to live in. But if the members are indifferent about their community and do not assume their share of the responsibility for its success, it will not become progressive. It may even become slow and backward. A community is what its members make it.

Any organization, such as a baseball club, football team, school, church, or lodge, must have rules by which it can be governed. It cannot exist long without some rules. If the organization is to be successful, it is necessary that the members give their support by obeying the rules.

A community, too, has its laws. These laws are the wishes of the majority of the people as decided by its representatives. These laws must be obeyed by its members if the community is to be successful and prosperous. For example, the laws of a community

provide for the protection of the health, life and property of the members of the community. Surely all its members should want to obey these laws by which they are all benefited. The laws of a community also provide education and recreation for its members and aid for its dependents.

It is the duty of officials to see that laws are enforced. The intelligent members of a community will not only obey its laws; they will insist that careless and indifferent members also obey them. When laws have been made it is the duty of the members, as citizens, to work together in the enforcement of those laws. When officials have been chosen it is the duty of the citizens to support those officials. This working together is essential for the success of any organization.

Co-operation comes as a result of a thorough understanding of the community's needs and a desire to assist in its success and prosperity. People should understand what the community does to maintain *public health* and to provide *protection of life and property.* Citizens and taxpayers should understand the community's efforts to provide public *education and recreation.* They should understand the needs of the handicapped and dependent members of the community and therefore be helpful to the *community's dependents.* They should do their part in adding to the beauty of their town through *city and regional planning.* They should understand the structure of *modern industrial life.* Finally, citizens of the community should encourage and help people who have been in your country only a short time to become good citizens.

CHAPTER X

PUBLIC HEALTH

PREPARATORY NOTE: You have learned the value of good health to the individual. Equally important to the community is the good health of all its citizens, as this chapter shows. There is an old saying that "One bad apple can spoil a whole barrel of apples." It isn't enough to educate some of the citizens of a community to the necessity of keeping good health. It is not enough to provide medical care for even a large majority of the community's citizens. If the community is to be safe, every individual must be protected. It is not enough to provide and enforce sanitation for most of the community if all are not protected. A disease which threatens the existence of a town can come from one uncared-for person. Community health depends on many features. Air and light, water and food, housing and sanitation—all must receive careful attention if a community is to maintain public health. To accomplish this result many laws are drawn up and boards of prominent citizens see that they are carried out.

The Importance of Good Health. The importance of good health cannot be stressed too much. To keep "a sound mind in a sound body," you should learn the laws of good health, how to acquire good health and how to keep it. Good health is essential for all the groups of which you are a member.

First of all, the family should be healthy. Healthy parents are necessary if their children are to be well-born. Parents intelligently guard their children against unnecessary disease. It is no longer thought wise to expose babies to the common ailments so that they will be free from them later on. Too often simple diseases such as measles and whooping cough leave weaknesses or even worse afflictions that could have been avoided. Therefore the wise parent sees that his children are vaccinated or inoculated[1] to prevent their contracting such germ diseases. He also makes certain that his children's hearing and sight are entirely sound, that they have no throat disorders such as diseased tonsils. He makes certain that all organs of the body are in good condition.

The same care is required in school or industry. All well-ordered communities require vaccination and periodic health examinations for schools and business organizations where many people are brought constantly together. The common cold reduces the efficiency of both pupil and worker tremendously. Unnecessary loss of time and suffering of the patient as well as others can be prevented if more care is taken to prevent colds and adequate treatment is given when they occur. A cold, if it is allowed to continue, sometimes causes partial deafness which becomes a life handicap. Don't attempt to wear out a cold. Take care of it immediately. If you are ill, do not expose others to your colds or contagious diseases. The prevention of accidents is as important as concern for

[1] **inoculated.** Given a mild form of disease to prevent its later occurrence.

good health. This includes the regulation of automobile traffic and special instruction in the use of dangerous, exposed machinery.

In any community, in the country or city, the constant health of its members requires that certain precautions be taken. The well-being of the community presents many important problems. These problems are the provision of pure air and water, wholesome food, cleanliness and sanitation, the prevention of disease and epidemics, and the care of the physically and mentally incompetent. Although these primarily require community action, yet they are also the concern of every member of the community.

Pure Air and Sufficient Light. We think of pure air as found only in the country because city air is so frequently filled with dust, smoke, and gas from soot-laden smokestacks, engines, and automobiles. The dust, smoke, and poisonous gas encourage diseases of the lungs. Dusty country roads may produce similar results, but the number of people exposed to them is much smaller than in cities and towns. Much of this air pollution in the city, however, can be remedied by the careful firing of furnaces and boilers. This is now regulated in many cities.

Adequate light is also necessary to avoid eyestrain. Excessive glare is as bad as insufficient light. Light coming over the shoulder is always desirable when you are writing so that you will avoid shadows. Your eyesight is one of your most valued possessions and no effort is too great to protect it. If your eyes become strained, they should receive immediate attention and

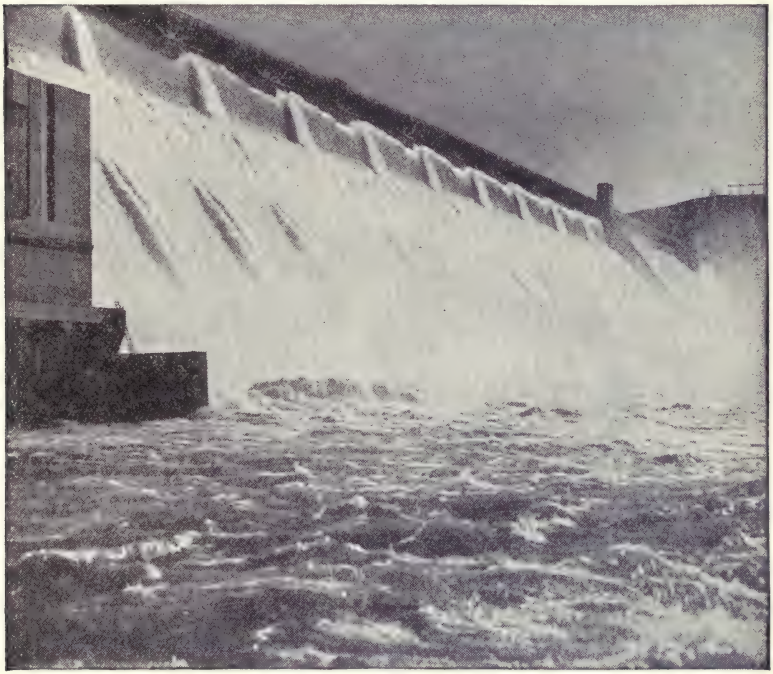
an examination, to see whether you need to be fitted with glasses.

The Water Supply. We need an abundant supply of pure water in the home for drinking, bathing, and cleaning purposes. The community needs water for protection from fires and for cleaning the streets. Industry needs water also for supplying power. Various business houses, such as bakeries, laundries, and dye establishments use a large amount of water. Agriculture is in need of water for irrigation. All forms of plant life require water.

It is the community's problem to seek unpolluted sources of water. Some smaller communities have wells. Other communities bring in the water from great distances. This is planned by engineers, who search for water wherever it can be found. Reservoirs or containers may have to be built and the water piped from its source to the reservoirs and thence to the houses where it can be obtained under pressure simply by opening the water faucets. Los Angeles brings her water in aqueducts from the snow-capped Sierra Nevada Mountains and from the Parker Dam over two hundred miles away. New York has tapped the great watersheds of the Croton and Schoharie rivers and constructed two systems of reservoirs and aqueducts from the Catskill Mountains which together make the greatest water supply system in the world. Chicago, Detroit, Cleveland, and Buffalo, on the contrary, get their water through tunnels running several miles out into the Great Lakes. Cities like Cincinnati and Omaha located on rivers usually get water from

those rivers. Of course such water must be thoroughly purified and tested before it can be used.

Deep well water is usually pure enough to drink. All other water should be purified by being sterilized or treated with a germicide,[2] usually chlorine,



Courtesy Northern Pacific Ry.

Grand Coulee Dam

to destroy germs. When the water is very muddy it can be clarified by a treatment with alum. It should be filtered or passed through sand beds to remove other particles.

[2] **germicide.** A substance that kills germs.

The people are charged with a water tax to help pay for securing and purifying the water. The supply of water must not only be pure; it must be sufficient, and it must be steady for use all the time. The state sometimes takes over the control of the rivers and other bodies of water to prevent pollution or to utilize the water power. Different states may agree, with the consent of Congress, regarding the use and control of water supplies of these bodies of water.

The United States, through its Department of the Interior, has constructed vast irrigation works for farming purposes for the dry lands of the west. It also uses water power for industry. The Wilson Dam at Muscle Shoals in Alabama and the Grand Coulee Dam on the Columbia River are examples. The dam at the Grand Coulee, which is shown in the photograph on the previous page, serves to irrigate all the surrounding lands, generates an immense amount of electric power, and harnesses the flow of water by a reservoir in order to check floods.

Wholesome Food. Laws are made and certain standards are set up by the government to assure us of wholesome food. Tests and inspections of all houses handling food sold to the public are made by government agents. These measures are taken for several reasons. One reason is to avoid disease caused by eating poorly prepared food, and impure or spoiled food. One is to guard against the sale of perishable foods, such as milk, butter, meat, eggs, fish, fresh fruits, and vegetables that have been kept too long. One is to prevent the spread of disease by those who handle

food. Another reason is to assure cleanliness, sanitation, and purity of food by means of official inspection. And one is to guarantee correct weights and measures.

All the units of government co-operate to protect us from impure food. The local government has food inspectors who visit bakeries, dairies, markets, and other stores to insure the proper sanitary care of food. Also care is taken regarding all persons handling food to make sure that they have no contagious diseases. States have laws to protect the food supply within their borders. A federal pure-food law prevents impure food from being carried in interstate commerce. The Department of Commerce regulates weights and measures by testing and inspection. The Department of Agriculture inspects cattle before they are slaughtered, and inspects their meat afterward. It inspects foods and drugs to prevent false labeling. It fights pests and blights on crops.

That the right kind of foods be eaten is just as necessary as that the food be pure. Food is essential as fuel for the body just as is coal for a furnace. Some food is also valuable for rebuilding the cells of the body. Still other food regulates the functions of the body. The best *fuel foods to produce heat and energy* are fats such as butter, milk, cheese, oils, and fat meats. Other heat producers are sugar and starches found in bread, cereals, and potatoes. The best *cell-building foods* are lean meat, eggs, milk, nuts, cheese, and beans. Other builders are minerals found in milk, eggs, cheese, liver, spinach, and prunes. The *regulating foods* protect us against certain diseases. Green

vegetables, fruit, whole grain cereals, as well as water are among this group.

You will notice that milk is valuable for several purposes. That is why milk is so important an item of food for both children and adults. Plenty of milk, fruits, and vegetables, together with bread, cereals, some meat, and a considerable amount of water are desirable for most people.

Cleanliness and Sanitation. A community must be kept clean if its people are to be healthy. Almost every community has a sewage system through which the sewage is carried in underground pipes from the houses to a body of water or to septic tanks.[3] Garbage must be disposed of. It is sometimes dumped into bodies of water or in some outlying section. Both of these methods are unsanitary and costly. It may be burned in the city incinerator,[4] a sanitary method if there is not too much odor. Or it may be reduced; that is, the greases and fertilizer may be extracted for use and the remainder burned. This is both a sanitary and an economical method.

Some rubbish and waste of a community may be used by careful thought and planning. For example, ashes may be used to fill in swamps or waste land. Rags, newspapers, magazines, old rubber, and bottles may be sold and reclaimed by those who can utilize them again. A small amount of money is paid for such rubbish. In this way rubbish becomes a source of revenue instead of a nuisance.

[3] **septic tanks.** Tanks in which sewage is kept to decompose.
[4] **incinerator.** A furnace for burning waste and garbage.

A progressive community will clean its streets by sweeping and flushing them regularly. The state and nation help the local community maintain cleanliness and sanitation by preventing the pollution of streams of water. Sometimes the action of Congress is necessary to do this. They may prohibit manufacturing plants from polluting air or water by smoke and waste.

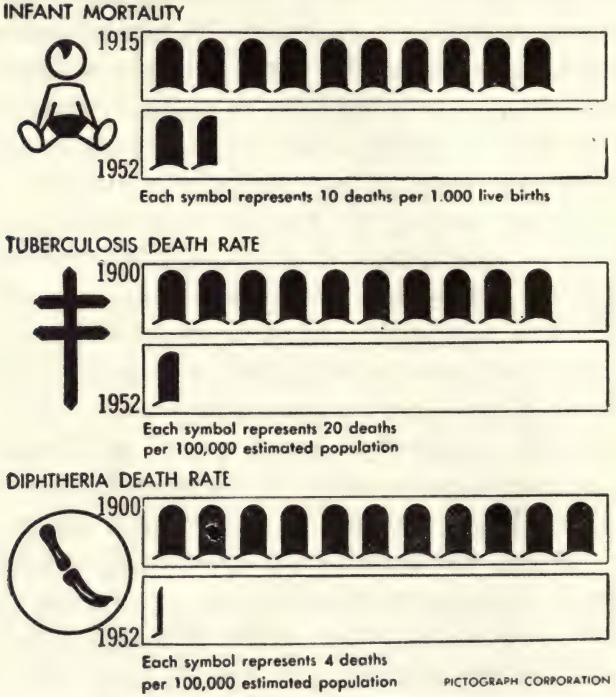
Prevention or Cure. We are coming to realize more and more that preventing disease is better than trying to cure it after we get it. The community is constantly busy with the task of prevention of disease. Epidemics are checked or avoided by quarantining those who have a contagious disease and by vaccinating or inoculating those not yet afflicted with the disease. Food, water, and milk, as well as the people who handle the food, are inspected by government officials to prevent disease and to promote health conditions. Swamps and stagnant water are sprayed to kill the larvae of mosquitoes, called "wigglers." Germs are analyzed and new serums[5] or antitoxins for prevention of disease are discovered from time to time. In addition to these measures the community can reduce illness by doing its duties regularly and efficiently. These duties are cleaning the streets and alleys, disposing of its waste, supplying pure food and water, teaching laws of health through its schools, maintaining a good hospital, and inspecting its factories for health conditions.

Care of the Sick. You have seen how essential are pure air and sufficient light, pure water and a whole-

[5] **serums.** Blood fluids used for inoculation to prevent some diseases.

some, well-balanced diet, the disposal of waste material, and the prevention of disease.

Since 1900 the death rate from tuberculosis[6] has been cut from two hundred to about sixteen out of every hundred thousand persons. Heart disease, cancer,



America's Improving Health Record

cerebral hemorrhage,[7] kidney trouble, and pneumonia[8] exceed tuberculosis now as causes of death. As the pictograph shows, the diptheria death rate has also

[6] **tuberculosis.** A disease of the lungs, intestines, bones, or other parts of the body, characterized by small swellings in the tissues.
[7] **cerebral hemorrhage.** The bursting of a blood vessel in the brain.
[8] **pneumonia.** Inflammation of the lungs.

been greatly decreased and infant deaths have been lessened considerably. As a result, the average length of life is gradually increasing. However, a large per cent of our population is ill at any one time and the average city person is sick two or three days a month. Deaths from certain diseases have been gradually becoming fewer each year, and yet over fifteen million persons are admitted to hospitals every year.

Medical science and hospital care have been improving since Florence Nightingale made the cause of nursing so important an aid to health and since Pasteur discovered the relation of germs to disease. More than half a century ago Pasteur vaccinated twenty-five sheep for anthrax, a bacterial disease usually fatal with animals. A similar number were not vaccinated but all were injected with the disease bacteria. The crowd of skeptical physicians who watched him found the first lot alive and well, while the others were dead or dying. This famous demonstration of the power of vaccination is portrayed in the film on the life of Pasteur, as shown in the photograph on the next page. Careful determination of the nature of the disease, the use of the X-ray and radium, inoculation and vaccination for contagious diseases, and the use of anesthetics[9] for operations have made hospital treatment more and more successful.

Besides the physically sick are the physically handicapped—the lame, the blind, the deaf, and the dumb—and also the mentally sick or deficient. The last group includes those who are insane, or entirely lacking in

[9] **anesthetics.** Drugs which remove the feeling of pain.

mental powers, and the feeble-minded. The feeble-minded may range from slightly under the normal

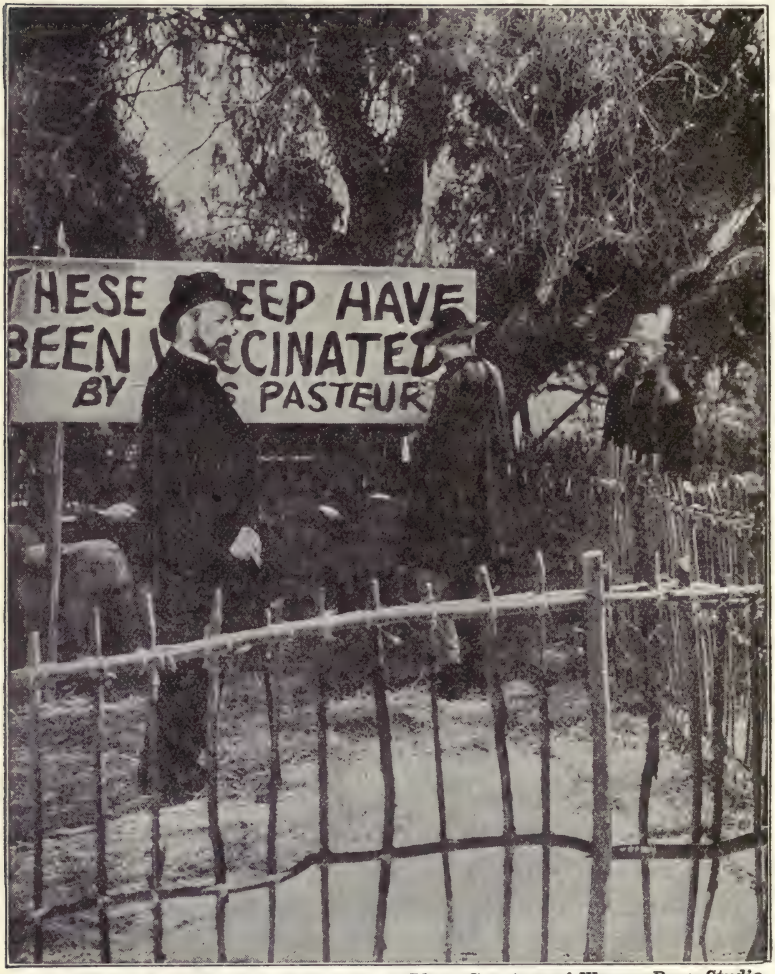


Photo Courtesy of Warner Bros. Studio

Sheep Vaccinated by Pasteur

person to not much above a baby in ability to care

for themselves. The way in which a community cares for these unfortunates shows the kind of a community it is. The way in which you look upon the physically handicapped shows what kind of person you are. These handicapped people are not objects of either pity or scorn. Except for those wholly unable to care for themselves, they are regular, ordinary people with special personal problems.

Boards of Health. Every community recognizes that good health is necessary for effective effort in every line of endeavor—in school, in play, and in work. To this end many communities have a Board of Health which is responsible for the health conditions within the community. The aim of the Board of Health is threefold: first, to learn the cause of disease; second, to prevent disease; and third, to care for and cure the sick. This Board of Health draws up a code or a set of rules for the prevention of disease and for the maintenance of sanitary conditions within the community. It is of course the duty of all good citizens to follow these rules.

The duties of a local Board of Health vary with the size of the towns. In the larger towns the general duties include the following items:

1. To maintain sanitary conditions within the community by cleaning up swamps and destroying vermin and other pests.

2. To inspect foods and drugs and all places where food is handled.

3. To maintain hospitals, clinics, and places for the free distribution of medicine for the sick.

4. To maintain laboratories for the analysis of water, drugs, and food. The large towns maintain laboratories for the manufacture of vaccine and antitoxin.

5. To protect against such diseases as diphtheria, smallpox, and typhoid by using serums and by quarantining houses containing these diseases.

6. To maintain infant welfare stations where mothers may bring their babies and receive instruction on their feeding and care. These stations send out visiting nurses to homes where their service is needed.

7. To record vital statistics, such as births and deaths of the community. By its death rate (number of deaths per one hundred thousand people) the community will know whether its battle against disease is gaining or losing.

8. To educate the public on health questions. This is done by means of the radio, motion pictures, lectures, and posters.

State and Federal Assistance. States co-operate with local Boards of Health to improve health conditions. The State Boards of Health draw up state sanitary codes. The states may impose quarantine against an epidemic upon an entire community or upon a neighboring state. They also conduct educational campaigns to inform the rural population about soil pollution and dangerous disease.

The United States co-operates with state and local Boards of Health to improve health conditions throughout the entire country. Congress has passed many laws to regulate foreign and interstate commerce.

The *Pure Food and Drug Law* was passed by Congress in 1906 to prevent the shipment between states of foods and drugs which were improperly labeled. Many preservatives are forbidden entirely and all substitutes must be clearly indicated on the label.

The Public Health Service, now under the Department of Health, Education, and Welfare, carries on scientific research in the causes of disease and publishes reports containing the results of its studies. One of its important tasks is to prevent any contagious disease, such as yellow fever, smallpox, or the bubonic plague,[10] from being brought into the country by immigrants. Accordingly every ship entering any of our harbors is met by a revenue cutter and is forced to remain in quarantine if there is any danger. The uprooting of yellow fever and malaria at Havana, Cuba, and in the Panama Canal Zone is an excellent illustration of the efficient handling of disease by this service.

Enforcement of Health Laws. The success of public-health work lies in the co-operation of all Boards of Health, health officers, and of all the people. A single individual having a contagious disease endangers the entire community. From a single case an epidemic may spread and many may die of the disease before it is checked. Public health measures are essential to avoid this. But public-health work cannot be satisfactory unless the laws are enforced strictly. Public health promotes good health for all. The laws

[10] **bubonic plague.** A dangerous disease which is accompanied by fever and chills, and which is spread by rats.

pertaining to health conditions must be enforced without fear or favor, if health for all is to be maintained and protected. It is far wiser and cheaper to enforce health laws than to permit an epidemic to overrun the community, state, or nation.

Test and Study Exercises

Aids to Learning

1. It is important to remember that if you would keep good health you must have pure air, sufficient light, unpolluted water, wholesome food, and thorough cleanliness.

2. Note that it is just as necessary that the right kinds of food be eaten as that the food be pure.

3. Remember that the prevention of disease is far better than the attempt to cure the disease after it is contracted.

Test Exercises

Match the items in the first column with those in the second column that best complete the sense, by placing their numbers together on a separate sheet of paper.

1. Antitoxins	1. secures its water from a dam two hundred miles away.
2. The common cold	2. are called wigglers.
3. Butter and milk	3. inspects bakeries and dairies.
4. Yellow fever	4. are cell-building foods.
5. The local board of health	5. causes a great deal of lost time in school and at work.
6. Los Angeles	6. is a means of removing the sense of pain.
7. Larvae of mosquitoes	7. are excellent energy producing foods.
8. Inoculation	8. are used to prevent disease.
9. Lean meat and vegetables	9. is causing a mild form of disease to prevent its reoccurrence.
10. An anesthetic	10. was practically uprooted in the Panama Canal Zone.

Suggested Activities

1. Ask your school office to tell you the number of absences during a school year caused by such diseases as diphtheria, scarlet fever, measles, mumps, and whooping cough. Which sickness caused the most absences and which the least?

2. Make a list of the foods you have eaten during the past week. Classify these foods as energy-producing, body-building, and regulating foods.

3. Look up the meaning of calories and vitamins in your physiology book or in *Compton's Pictured Encyclopedia* (Volume 5, pp. 216-218). Which of the foods mentioned in the list you have made contains the largest amount of calories? What different vitamins do they contain?

4. Ask your librarian's help in investigating the contributions made to our nation's health by such men as Wm. C. Gorgas, Walter Reed, and Alexis Carrel.

5. *Group Activity:* The teacher may arrange a visit to the town waterworks to see how your drinking water is purified and how a constant flow is made available.

6. *Group Activity:* The teacher may select several pupils to visit a near-by dairy to learn how milk is pasteurized and how the bottles and equipment are sterilized, and then report to the class.

CHAPTER XI

PROTECTION OF LIFE AND PROPERTY

PREPARATORY NOTE: A concern second in importance to public health to the citizens of every community is the protection of life and property. Here again "An ounce of prevention is worth a pound of cure." The more careful a community is to correct the conditions which lead to crime, the less crime it suffers. The more attention each citizen gives to overcoming carelessness and neglect, the lower are the community's fire losses and the number of its accidents. The cost of crime, fire losses and accidents to a community is tremendous, as you will learn from this chapter.

City Police. It is the duty of the government to enforce the laws, to maintain order, to protect lives and property, and to prevent crime. In the early history of our country, when there were fewer people and less crime, the policemen usually were men with little experience and no training in police duties. Today it is necessary that policemen be selected and trained for their various duties so that they possess physical ability, skill in marksmanship, and an understanding of crime prevention and detection.

Some specialize in certain fields, such as identification work or detective work. The identification de-

partment consists of experts on fingerprints, photography, guns and ammunition, and bloodstains. There are public and private detectives who become expert in tracing criminals by these means. Policewomen are being used in most of the larger police departments. They handle cases involving women offenders and the protection of working women. Some of the traffic policemen in large cities are mounted on horses or motorcycles. Some ride in police cars. River and harbor patrolmen use fast boats. State highway police, sometimes called troopers, ride on their patrol duties, because they must cover great distances.

Each city police department is usually organized and supervised by a commissioner, or chief. He is appointed by the mayor and is responsible to him for the success of the police department. There may be inspectors, lieutenants, sergeants, and patrolmen. The number of these is determined by the size of the city and the character of its people. A captain has charge of an entire district. A sergeant has charge of a squad within a district. And a patrolman has charge of a beat, consisting of a block or several blocks. When the city is large enough to have many such squads, lieutenants may be in charge of groups of squads. Detectives are assigned to cases requiring special attention. All the policemen are paid out of public funds.

The duties of the city police are quite varied. First of all they try to safeguard the public in all ways possible. The patrolmen are constantly on the lookout for lawbreakers of every kind and endeavor to protect the innocent. This may involve battles with des-

perate criminals against whom they must use all the possible devices of modern science. Or it may mean merely the warning of first offenders to stop their unlawful efforts.

A second duty is that of the traffic squad which keeps pedestrians and vehicles moving along the city streets. Automatic lights aid them in this regard, but the city crowds are so great at certain hours of the day that many policemen are required at busy corners. They slow down automobile speeders, guard against accidents, and handle those accidents which occur. City ordinances of various kinds must be enforced, such as those concerning begging and the parking of automobiles in busy streets or on the wrong side of the street.

The detective squads are used to locate criminals and to catch them. As *plain-clothes men* they have better opportunities for detecting such wrongdoers than have the uniformed police. A careful system of fingerprinting is kept of all known offenders. Other means of identification are used, among them footprinting, matching strands of hair and particles of clothing, and many other clues.

There are many ways in which the police can be helped by private citizens. The adult or child who looks upon the police as his friends, can help them by his co-operation and understanding. Too frequently there is graft in city politics which involves the police department. But the average patrolman is just as anxious as the ordinary citizen to put down crime and to make his city a better place in which to live.

One particular help is the juvenile-police plan. Traffic problems are greatly lightened by schoolboy patrols who guard children as they cross the streets on their way to school. Accidents are reduced as most drivers gladly respect the authority of these volunteers in their effort to promote safety.

In doing their duties, policemen are constantly risking their own lives to protect others. Policemen find it very difficult, and in many cases impossible, to obtain life insurance because their work is dangerous. Every day policemen somewhere in the country are losing their lives in the line of duty. We should help them whenever we can by respecting their authority, by obeying their orders, and by co-operating with them in every respect.

State Police. Some states have laws that govern the organization of state police within their borders. These laws do not conflict with the federal laws, which are the laws of the nation. The state police are able-bodied men within certain age limits, organized, supervised, and maintained by the state government. The governor may also call upon the militia, or national guard, to aid the public in any disaster like storm, flood, fire, strike, and riot, or to assure order at large public gatherings, as state or county fairs.

The Pennsylvania state police is an outstanding example of efficiency. The Texas Rangers are also among the most famous of the state police forces. The immense territory and varying population they patrol is only exceeded by that of the Royal Canadian Mounted Police who cover more than a million square

miles of territory, much of which is extremely cold and desolate. Both "rangers" and "mounties" are said never to give up till they "get their man," no matter where his trail leads.

New York and Massachusetts have somewhat similar organizations. These men usually number from three hundred to five hundred and are organized into troops with barracks in different sections of the state. The men are carefully selected. They must pass rigid examinations and must take thorough training for their numerous duties. They enforce the law in general by helping the local police catch criminals, settle strikes, and put down riots. They recover stolen property and protect against thefts. Some act as fish, game, or fire wardens. State police forces are also maintained by public money.

National Police—Army, Navy, and Air Force. As stated in the preamble of the Constitution of the United States, among the functions of government are the establishment of justice, the insuring of domestic tranquility, and the providing of common defense. Accordingly, the national government has the power to protect the life and property of its people and to assure them protection against foreign invasion and domestic violence. Congress, therefore, makes laws providing for the maintenance of an army, navy, and air force and for organizing the state militia. The President of the United States is the commander-in-chief of the armed services but delegates the supervision of these to the Secretary of Defense. Thus, the nation is constantly protecting its people on land, sea, and in

the air. The Army, Navy, and Air Force are maintained at great expense by public money raised by taxation or by borrowing. In addition to the armed services the federal government in its various departments has a staff of officials who perform police duty.

G-Men. The agents of the Federal Bureau of Investigation of yesterday have become the G-Men of today. Formerly they were, by profession, largely lawyers and accountants, trained and experienced only as investigators. But today they are also trained as expert marksmen. However, a small per cent of the bureau's activities have to do with the criminal who shoots back. The agent may spend most of his time trying to find out why false entries were made in a bankrupt's books.

An applicant for appointment as agent must be between twenty-five and thirty-five years of age, and must be a graduate of a recognized law school, a competent accountant, or else have displayed ability in investigation. He must also have had not less than two years' actual experience in business. After the applicant has met these preliminary requirements and has passed a written examination, his entire past is investigated. As far as possible, all his teachers and associates even from babyhood are interviewed. If passed upon favorably he is called in for a talk with one of the inspectors for the purpose of appraising his ability. After graduation from the training school, and after three months' test training, he will either have proved himself fit for a permanent appointment or he will be dropped. Each agent is reported on at

regular intervals and occasionally special reports are sent in. The discipline is rigid but the method is successful.

The value of the training is so well recognized in the business world that requests are often received from ambitious young men who want to go through the course and do the work without pay. Agents are often offered positions in commercial organizations and it is the policy of the bureau to raise no objections in such cases.

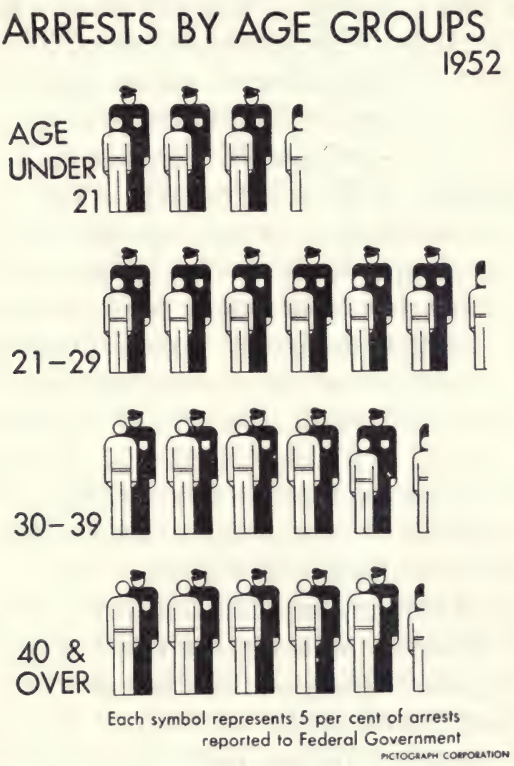
The Bureau is not under civil service.[1] Positions are not filled for the good of the man but for the good of the service. Promotions are made on merit and are made quickly when they are deserved. An agent begins on a salary of forty-four hundred twenty-five dollars a year, which is increased as service warrants it.

Causes of Crime. The causes of crime are constantly being studied in an effort to reduce them. The fact that approximately fifteen billion dollars goes to pay the costs of over a million and a half major crimes committed in one year in addition to over fourteen million less serious offenses, not including traffic violations, shows how vast the problem has become. What makes people steal or murder, burn buildings or kidnap children?

Scientific study indicates that many criminals are not sufficiently capable mentally to stand the strain of competition. They break down and turn to crime instead. Some are even mentally sick and should be classed with other mental defectives.

[1] **civil service.** Appointment to public office by competitive examination.

You will notice, by studying the pictograph below, that about one half the persons arrested are under



thirty years of age. Boys may become criminals because of poor home surroundings or a lack of home training. Indifferent, drunken, or vicious parents drive them into the streets where bad companions soon lead them astray.

But other criminals do not have these excuses. Some are superior physically and mentally and fail chiefly because of their inability to distinguish right from

wrong. Moral defects can frequently be overcome by proper education, which teaches everyone the whole truth concerning crime. This will show what a complete failure those who follow a criminal life are bound to make. An attitude toward crime that will help to reduce crime or even abolish it altogether in some communities can be developed by this means.

Development of Fire Apparatus. The purpose of the Fire Department is to prevent fires, to fight fires, and to teach people to be careful in the use of fire. In the early days, fire was fought by volunteer firemen who used buckets to carry water, hence the name *bucket brigade*. Some small communities today still have volunteer firemen, and still use buckets to prevent the spread of a fire just started. The early hose cart was drawn by volunteer firemen. Some small communities still have one. Then came the horse-drawn steamer and the hook and ladder.

Because of the growth of cities, it became necessary to employ firemen to devote their full time to fighting fires. Because of the growing fire hazards, fire extinguishers are found today on trains, steamships, elevators, and other public conveyances. The motor-driven fire engine has replaced the horse-drawn steamer in the larger cities so that greater speed can be attained. Keeping in mind the importance of preventing fires, the aviator now flies above the great forests to watch for small fires, so that they may be put out before they get much of a start.

Organization of Fire Department. Each Community has its own fire department organization. Usually

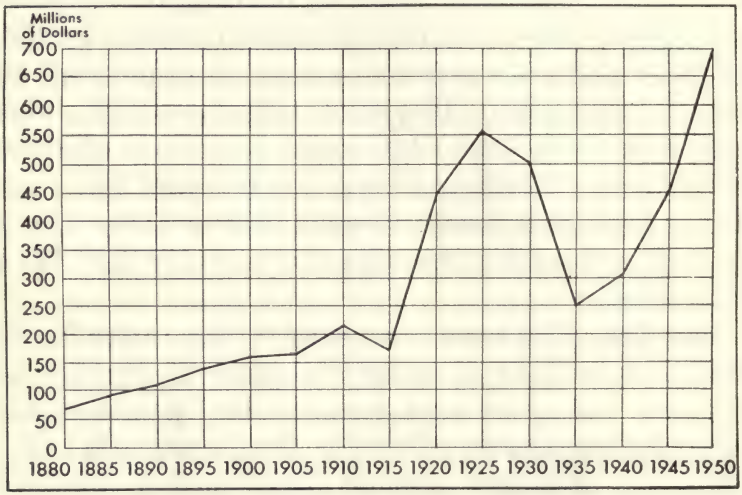
there is a commissioner or chief appointed by the mayor to whom the commissioner or chief is responsible for the work of his department. There are captains in charge of certain districts or sections of the city. The firemen of each section of the city have their own organization so that each fireman has a certain task to perform, thus avoiding overlapping of duties and saving time. Firemen become valuable to their company and are, therefore, promoted in position and rank as they gain experience. Firemen, like policemen, risk their lives continually to protect the lives and property of others. State and national forest preserves maintain forest rangers whose duty it is to prevent, and when it becomes necessary, to fight fire in the forests.

Fire Loss. The loss of property by fire in the United States every year is enormous. Several decades ago property valued at more than one-half billion dollars was annually destroyed by fire. This means that there was a loss of nearly one and a half million dollars in fires every day throughout the entire year. Within the past few years the loss has been steadily mounting; in 1950 the total was 700 million dollars, as you will see in the graph on page 136. It is estimated that there is usually a fire somewhere in the United States every minute of the day.

These same fires are costing the lives of thousands of men, women, and children every year. It is estimated that nearly ten thousand lives are lost annually because of fires. This number is equivalent to the population of an entire city. Thousands are thrown out of

work every year because of fire, and hundreds of thousands are affected directly in various ways by these fires.

Causes of Fires. The causes of fires are many, and nearly all of them can be traced to carelessness and



Annual Fire Losses

thoughtlessness. Let us name some specific causes and see which ones are due to carelessness or thoughtlessness.

Children are permitted to play with **matches, to** burn dry leaves, to start bonfires, and to light firecrackers. It is thoughtless to permit small children to have matches at any time.

Women use kerosene or gasoline to start fires; they use naphtha for cleaning; and they neglect electric

appliances until they become overheated. All this is carelessness.

People throw lighted matches, cigarettes, or cigars into dry grass, leaves, or heaps of rubbish. This, too, is carelessness.

Tourists leave camps without putting out their fires. The wind fans them into flames that spread until whole forests are destroyed.

Defective wiring, poor chimneys, and faulty flues cause fires because of carelessness in workmanship.

It is estimated that about ninety-five out of every hundred fires that occur could be prevented, because they are traceable to carelessness. It is also true that in no other civilized country are there so many fires as in this country. This implies that we are more careless with both life and property than any other civilized country.

Prevention of Fires. It is essential that we reduce the number of fires. We cannot afford to sacrifice many millions of dollars' worth of property every year. We cannot afford to sacrifice thousands of lives every year and we do not want the world to think of us as the most careless of all the civilized nations.

If we are to prevent such a wholesale waste of lives and money, we must educate ourselves and others. We should be careful in our use of matches. We should not throw any lighted material away without putting out the flame. Open fires should never be left unguarded. Electric wiring and chimney flues should meet careful inspection tests. Waste paper or clothes, oils, paints, or other inflammable materials should be

carefully protected. Electric appliances and dangerous cleaning solutions should be used only with the greatest care. Finally, we must realize that all of us help pay the costs of fire through our insurance. Only by careful effort can we prevent the tremendous waste of lives and money from mounting higher and higher.

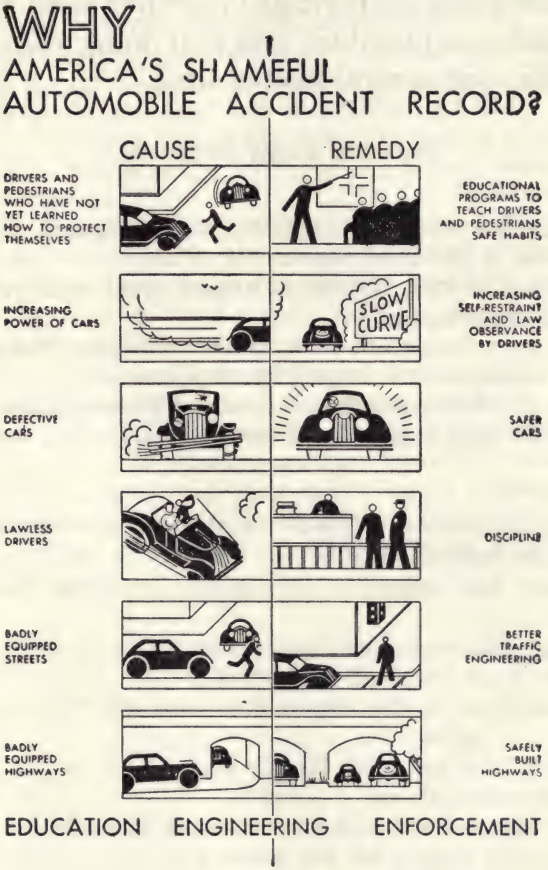
Public Safety. In many large cities there is a separate department, the Public Safety Department, whose duty it is to pass upon new buildings, inspect old buildings, and counsel as to safety measures to protect the public. In most smaller communities this work is done by the Police Department or by a special officer.

Public buildings are inspected for fire hazards; sufficient and convenient exits of public buildings are required by law. The seating capacity of public buildings and theaters, and the capacity of elevators are usually regulated by law with a view to reducing accidents and fire hazards. Bridges, railroad crossings, and viaducts are safeguarded by the Department of Public Safety.

Increasing Accidents. Although many such efforts have been made to keep down the number of accidents, the total is mounting every year. During the past twenty-five years there has been an increase from eighty thousand deaths a year to one hundred ten thousand a year.

Among these fatal accidents those due to automobile traffic and home accidents have increased while most others have decreased. Automobile accidents caused forty thousand deaths in one year recently and those

in the home due to falls, burns, and other forms of carelessness reached nearly as many. In addition to these



fatal accidents, there were three or four times as many people permanently disabled, and literally millions who received other smaller injuries. The cost of these accidents in one year reached three and a half billion

dollars—more than one and a half times as much as the total cost of all public education throughout the nation. The reasons for automobile accidents are given in the foregoing pictograph, together with the remedies which are possible. Are you doing your part to reduce this disgraceful loss of life?

Test and Study Exercises

Aids to Learning

1. Remember that the inability to distinguish right from wrong is one of the chief reasons for crime.

2. Notice the vast amount of money spent each year in the attempt to suppress crime.

3. It is more important to learn and remember that most fires and most accidents are caused by carelessness.

4. Observe that more than a hundred thousand lives are lost each year through accidents of various kinds.

Test Exercises

On a separate sheet of paper write the following sentences including the missing words.

1. Police who regulate automobile speeders are on the _ _ _ _ _ _.
2. Those police who use fingerprints and other forms of identification to trace criminals are called _ _ _.
3. In addition to the city police there are the _ _ _ police and the _ _ _ police.
4. The G-Men are taken largely from _ _ _ or _ _ _.
5. Many criminals are _ _ _ sick.
6. The cost of crime each year amounts to nearly $_ _ _.
7. The chief reason for fire losses is _ _ _.
8. The largest number of accidents in our country occur from _ _ _ and at _ _ _.
9. The total cost of accidents each year is nearly _ _ _ the entire cost of public education.
10. Among the reasons for lawlessness are poor _ _ _ _ _ _ and lack of _ _ _.

Suggested Activities

1. Make a list of all the causes of crime you can think of in addition to those mentioned in this text.
2. Check the causes which you think are most important and explain the kinds of crime to which these lead.
3. In reading the daily papers determine whether policemen and firemen are not even more heroic at times than soldiers during war. Why do they get less recognition for their bravery?
4. *Group Activity:* The teacher may arrange a class visit to the neighboring police or fire station so that all may learn how our civilian fighters live.
5. *Group Activity:* The teacher may arrange a discussion of the work now conducted by the present director of the Federal Bureau of Investigation. How are the G-Men successful in securing convictions in most of their cases? Will the certainty of some immediate sentence prevent crime?
6. *Group Activity:* A group of pupils may constitute a committee to draw up safety slogans to prevent accidents.
7. *Group Activity:* The teacher may appoint a committee to arrange a program for Fire-Prevention Week in October. Perhaps your fire marshal will talk on "How to Prevent Fires." Reports can be made on the fire drills used in school. Different pupils can inquire from their parents about the fire insurance they carry at home.

CHAPTER XII

EDUCATION AND RECREATION

PREPARATORY NOTE: The best way in which a community can maintain public health and free itself from crime and property losses is to raise the standards of its educational opportunities and provide proper recreation for all its citizens. A community can advance no faster than the intelligence of its members permits. Our public schools have improved wonderfully during recent years; yet our citizens, on the average, have had the benefits of only an elementary school education. This chapter shows that an investment in intelligent citizenship is worth every cent it costs.

Free Education. If the people of a country are to be self-governing, they must be educated. In a democracy it becomes a duty of the state to provide public, or free education. The privilege of attending elementary and secondary schools is offered to almost anyone who is interested in securing an education. In many communities a junior college or even a municipal university is maintained and operated where its residents can secure two or four years of a college education with little or no cost.

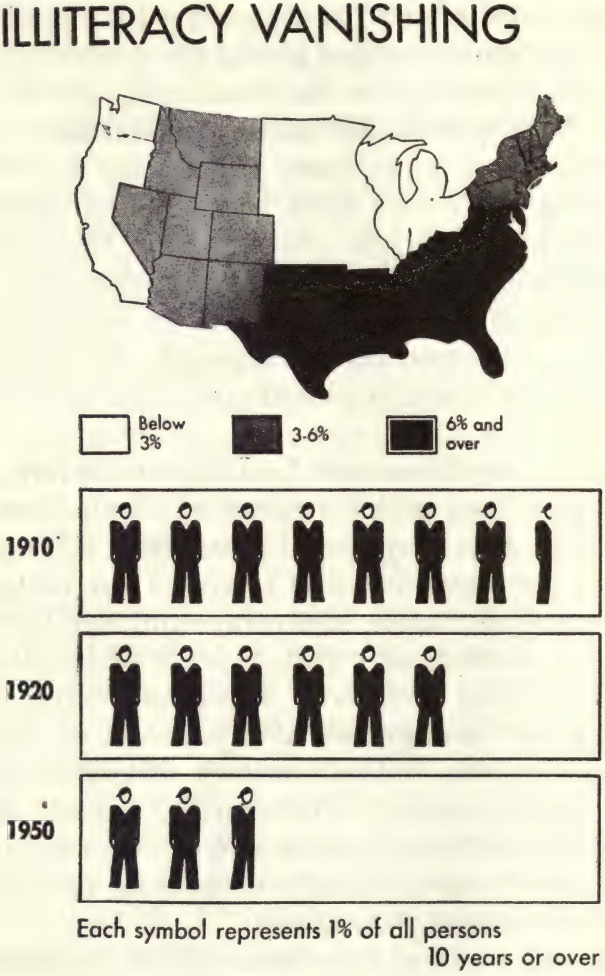
Intelligent citizenship is essential in a democracy, where the people rule. Americans advocate free education for all who are interested because they know

that it gives an individual greater opportunity for securing vocational advancement, as well as for rendering real service, and for increasing his enjoyment of life. They also know that giving the community better educated citizens gives the community better citizenship. This means that there will be more capable workers, fewer dependents, and a trained leadership. The state and nation must help the local community provide for intelligent citizenship if the people are to continue to enjoy democratic government. In a democracy the responsibility for the education of all citizens rests upon the government. In our country this responsibility is placed upon the state governments.

Compulsory Education Law. The states have passed child-labor laws which prevent children from being employed, when they should be in school taking advantage of the free education provided for them. Most states have also made laws compelling children under fourteen, sixteen, or eighteen years of age to attend school for their own good. With the coming of large numbers of immigrants, this problem of enforcing child-labor laws and compulsory education laws became more complex. Fortunately, during the past generation, illiteracy, or the inability to read any language, has been gradually decreasing as the pictograph on the next page shows.

The real problem is to make all the people realize the value and importance of an education, and to have them appreciate their opportunity of receiving it without direct cost. In the larger communities where im-

migrants settle in large numbers, at times it has been necessary to have the courts use their power to require



many of these parents to send their children to school. Even though an education costs them very little, they

have to be compelled to secure it. There are several causes for this failure to seek education.

Sometimes the children do not want to attend school, and sometimes the parents do not want their children to do so. They prefer that the children work to help support the family. In such cases parents are short-sighted and have little regard for the children's future. They should realize that a child can help his parents and himself much better after obtaining an education, than he can without an education.

Part-Time School. In cases where children are really needed to help support the family they are excused by the authorities from attending regular school in order that they may work. In such cases, though, they are required to attend a continuation school a certain number of hours a week. They may attend a continuation school conducted at the expense of their employer, or a public continuation school.

The community makes arrangements also whereby adults can attend evening school after their regular work. Frequently this, too, is entirely free. Here some continue their education where they left off as children. Others improve their employment by preparing for promotion within their present position or by preparing for another vocation.

Schools of Yesterday and Schools of Today. Educational opportunities were by no means the same for the early colonists as they are for us. Only the well-to-do classes sent their children to school or employed private tutors to care for them. The children of the poor had little formal education. Then, about three hundred

years ago, the Boston Latin School opened, the forerunner of our modern high school. It differed greatly from our present high school, however, as it was not entirely free and it was primarily a preparation for college.

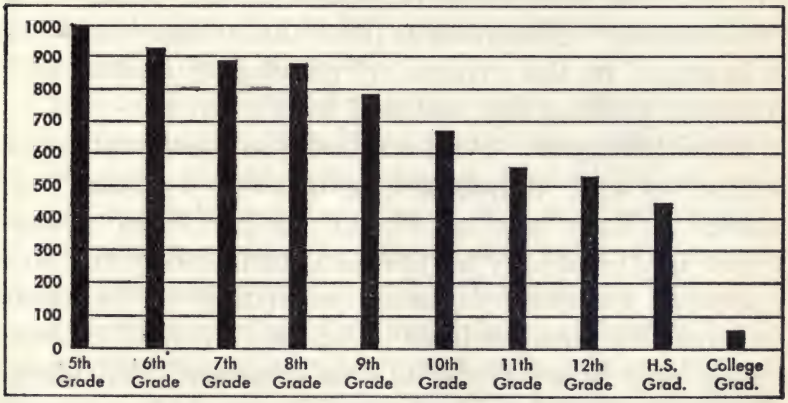
In 1821, the first public high school was established in Boston. Until after the War between the States there were only a few of these high schools and only a small number of the children attended them. About sixty years ago there arose a greater interest in education and so the number of pupils in both elementary and high schools began to increase rapidly. Since 1890 the number of pupils in elementary schools has increased considerably—from twelve to twenty-six millions. In the same years, high-school pupils have increased thirty-five times in number—from two hundred thousand to over seven million, and college students have reached a total of over two million today in about eighteen hundred colleges throughout the country. (See pictograph on page 74.)

However, we must remember that this increase in the number of pupils in our schools and colleges has all been very recent. There are still large masses of our population who have had little education. It is estimated that only two or three per cent of the adults in the United States have college degrees and only eleven per cent more have had a high-school education. You will see, in the graph on page 147, that a few more than half of the grammar-school graduates finish high school, and that about one tenth of the high-school graduates secure a college degree.

Before the Revolutionary War there were only nine colleges, all founded primarily to train ministers. Many of these are now universities.

Name of College	*Date of Establishment*
Harvard	1636
William and Mary	1693
Yale	1701
University of Pennsylvania	1740
Princeton	1746
Kings (now Columbia)	1754
Brown	1764
Rutgers	1766
Dartmouth	1769

In the simple days of early American life, children grew to manhood and womanhood without seeing more than the few score people in their immediate neighborhood. Today the child at an early age is expected



Educational Survival of Fifth Grade Pupils

to adapt himself to many different kinds of people. Sometimes hundreds or even thousands of children

are brought together in one school building. Modern methods of travel make it possible for a child to see and know many other people and the problems which confront them. The youth of today sees industry conducted on a vast scale, and society and politics undergoing many changes. Life was far simpler for youth of the early days.

Therefore it is much more important and necessary to obtain an education today than it was in the early days. Competition is always becoming stronger. Instead of offering only one course of study, as was the case in the early days, the schools offer many courses today, so that a boy or girl may plan for whatever work he or she desires to do. Boys and girls today have the advantage of counsel and advice from well-trained experts. Youth in the early days of American life did not have these benefits. In the words of a philosopher, "Education is life." American education is engaged in the process of putting this ideal into practice, making life real and worth while.

School Support. Public schools in most states are supported and maintained principally by local taxation. A large portion of the property tax is collected by the county or the local community for this purpose. Property is taxed according to its value whether the owners have children in school or not. States give money from the state treasury to help local districts extend equal opportunities to all pupils in their schools. The national government also grants money for certain educational uses, such as vocational education.

When a new building is to be built, a large additional sum of money is usually required. Therefore, the people of the district are called upon to decide by vote whether or not they want to incur this debt. Because it is an unusual expenditure and apart from the ordinary school expenses, the sum of money is usually obtained by the sale of school bonds, or borrowings, which need not be paid for a long period of years. People who buy these bonds receive interest on their investment. The bond buyers are thus repaid for the use of the borrowed money while the building is in use.

It costs, on the average, about four hundred and fifty dollars a year to educate a boy or girl in high school. The people as a whole are paying this money through taxes so that you and others may get an education. If you "make good" the money will have been well spent. But if you fail in your subjects you will have wasted that money.

Reasons for Public Support. There are many reasons why the public schools should be publicly supported and should not have to depend on private funds. First, if our government is to continue to be a democracy in the best sense of the term, the voters must be educated to think for themselves. This certainly will mean that they must have at least a high-school education. As you remember, only a small fraction of the people of this nation have a high-school education now. Schools for all the people will be necessary if more voters are to be better educated for good citizenship.

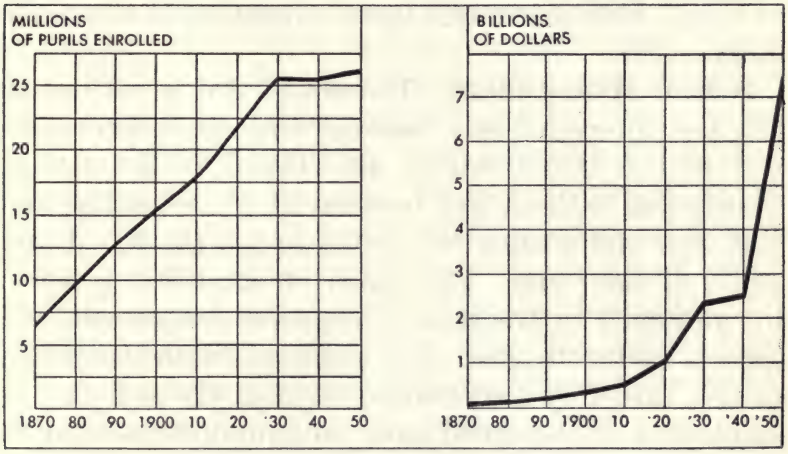
Second, the advances of science during the past generation have been so great that at least a high-school education is necessary if boys and girls are to be kept adequately informed. This information will help them find the new and more profitable vocations upon which science will depend in its further march of progress. The same is true of the changes in history and other fields of study. The boy of today requires a longer and more thorough schooling than his grandfather did. More advances have been made in science, industry, and education during the past century than during all centuries preceding.

Third, the Communists continue to spread vicious propaganda against our democratic form of government. To be able to recognize such propaganda and not be misled by its lies, our young people must be thoroughly trained to understand what they read and hear, and to think straight. They must have a thorough knowledge not only of our own way of life but also of the conditions of life existing in a dictatorship. When they realize that there is no freedom in Russia and that the masses work only to increase the power of the Soviet state, they will come to appreciate what our own country has to offer. Our free public schools can give them this training and understanding.

Fourth, if conditions of unemployment should exist, young people should remain in school until they are at least eighteen or twenty years old. Most of them could not find employment in the city or on the farm, and therefore they should continue to prepare themselves for better citizenship until they can enter some

permanent form of work. This, of course, would require free public schools. Free public elementary, secondary, and collegiate education is necessary. This is the only way we can secure an open-minded and democratic citizenship.

Costs of Education. This public education for all who will take it costs over seven billion dollars each year. This is an immense sum, and is much more than the cost of education a generation or more ago, as you can see in the following graphs. Sixty years



Growing Costs of Education

ago the total cost was about one hundred fifty million dollars annually. However, the decrease in the amount of purchases that can be made with a dollar today as compared with thirty years ago, the longer school term, the great increase in attendance, and the wonderful improvement in the quality of the whole

school system have accounted for this tremendous increase between 1890 and 1950.

But when we compare the total cost of public schools with other national expenditures, such as the cost of gasoline or tobacco products, we realize that it is not relatively large. The annual cost of national defense including all its related items usually considerably exceeds that of public education. Life-insurance premiums are considerably larger, and the purchase and operating expenses of automobiles are over twice as great. The total crime bill each year is many times as large. Studied in this light, education is relatively inexpensive.

School Management. The schools of a village or city are supervised by a *board of education.* The members of this board usually are elected by the people. They serve without pay because they are public-spirited men and women interested in the childhood and youth of their city. The board of education is given the authority by the state to organize and operate the schools under its care. It is entrusted with the public money raised by taxation to support the schools. It employs a well-trained and well-qualified person to serve as *superintendent* of schools. Together they plan the policies for the school system and employ teachers and such other assistants as are needed to carry on the work within a school system. They also employ janitors to keep the buildings in a clean and sanitary condition. They plan the curriculum, in accordance with state requirements. They purchase supplies and they select and adopt textbooks, keeping in mind the

welfare of the boys and girls. The superintendent is their administrator and he is interested in carrying out their plans and policies in such a manner that the best results may be obtained.

The schools of a county are under the direction of a *county board of education* and a *county superintendent* of schools. The county superintendent frequently recommends teachers for certificates. His chief task is to spend most of his time supervising the urban and rural schools in the county.

The state has final control of education. The schools of a state are under the direction of a *state board of education* and an administrator, usually called *superintendent of public instruction* or *commissioner of education.* The superintendent of public instruction is responsible for issuing and registering teachers' certificates to public-school teachers in the state. In addition to this, he inspects and accredits all schools within the state. He collects information about school attendance and school finance. He is responsible for dividing the state money for education among local school districts. The well-prepared superintendent is the education leader of the state.

There is a federal Office of Education now under the Department of Health, Education, and Welfare. Here facts concerning the nation's schools are collected, tabulated, and published for public benefit. This office also makes many studies regarding teaching problems, costs of education, and other subjects which individual states would not be able to undertake. The control of public-school policies is entirely

in the hands of the states. The management of schools and the provision of funds for the costs of education rests as a rule on local communities. The federal Office of Education is intended to offer advice to states and towns and to assist them with its studies and publications.

Thus the local community, the state, and the nation co-operate in making possible a free education for all who are interested.

Informal Education. Thus far we have been concerned with public schools for boys and girls. We have referred to evening schools for adults but we have not yet mentioned the vast number of other educational agencies besides the public schools. Among the most important of these *informal* or *out-of-school* kinds of education are the following: correspondence courses carried on by mail; libraries, museums, and art galleries; lectures, and concert courses of all kinds; radio broadcasts and motion-picture programs; and finally the vast number of magazines and newspapers which cover the land with their influence.

The dividing line between informal education and recreation is hard to determine. A movie may be highly educational as well as recreational. In fact, the same performance may be different in its influence on different people. You, for example, may find only excitement in airplane pictures, but your friend may learn something about group flying or solo stunts. One person may see in a picture based on historical facts only the thrill of the story, while others will find whole scenes in history made clear for them. But this is as

it should be. The closer education comes to recreation in its appeal, the more efficient it is likely to be.

Values of Informal Education. Try to imagine what modern life would be without any of these informal agencies. Millions of people are benefited by them. Libraries are especially important in this list. Most of us cannot afford to buy all the books we want to read, so we call on our public libraries to lend us books without direct cost to us. Some of these libraries are small but others are very large. The Library of Congress in Washington, D. C., is one of the largest libraries in the world. It contains two copies of every book published in this country as well as many foreign books—about seven million volumes in all.

We have had the radio and the movie for only a few decades and television for only a few years, but already their influence is great. It is probably greater than that of almost any other agency in the country. Nearly everyone listens to the radio, watches television, or attends the movies.

And so education is obtained from these informal agencies as well as from our public schools. Education is the result of all the forces that guide our action or our thinking. School and home are the most important of all influences but, in many ways, these other agencies overshadow both school and home influence. And next to them in importance for the youth comes recreation in the form of physical or mental relaxation.

Need for Recreation. In order to do good work, one should find time for recreation. In the old days there

was little time for recreation because people were too busy working at tasks necessary for their livelihood. Under modern living conditions, where the machine does so much of our work, the individual is given more time for leisure. Suitable recreation for mind and body has become necessary as an aid to health. It also is extremely important for character development, and for relieving the monotonous routine of office, store, or factory work. Many demands are made upon workers, under the crowded and strenuous living conditions in the large cities. These demands and the worries and cares common to all people require them to have some form of recreation and relaxation.

Work breaks down the cells and the nerve tissues. Recreation, including sleep and rest, builds them up again. Thus we have a constant breaking down and building up of cells and tissues. Recreation is the process by which we re-create, renew, regain, or build up. It may be accomplished by rest, sleep, entertainment, taking active part in playing some game, reading, or even doing different work for a change.

Some people have a hobby at which they work for pleasure, or for the change it gives them. It seems that the less you actually enjoy your work, the more recreation you need; and the more regulated recreation you have, within proper limits, the better work you will do and the more contented you will be.

A community is wise if it maintains as many forms of recreation as are required to meet the needs of all its inhabitants. The laboring people as well as the wealthy need recreation, whether it be golf, baseball,

tennis, or swimming. An ideal community should provide all its inhabitants with some form of recreational facilities suitable to their needs and desires.

Maintenance of Recreation. The community creates and maintains playgrounds, parks, and golf courses for you and for all other citizens. It pays for them with public taxes. Municipal golf courses are usually self-supporting because a small fee is charged to use them. Money spent by a community for purposes of recreation is a good investment. It improves the health of its inhabitants, thereby making them physically fit for more and better work. Furthermore, recreation causes contentment and happiness. Playgrounds keep children off the streets and thus reduce automobile accidents. At the same time the children develop character and physical fitness. The community hires competent, well-trained leaders to supervise its parks and playgrounds. Municipal golf courses and parks are supervised by specialists.

Local Provision for Recreation. In addition to providing playgrounds where organized games may be enjoyed by all children without direct cost, cities or villages provide parks with beautiful flowers, drives, and walks. Some parks have a zoo or a swimming pool. They furnish concerts and various games for the benefit of the public. Cities also establish libraries, art galleries, and museums where days can be spent profitably reading, or viewing works of art and other exhibits.

Private recreation agencies may be commercial in that they exist primarily for the profit which their

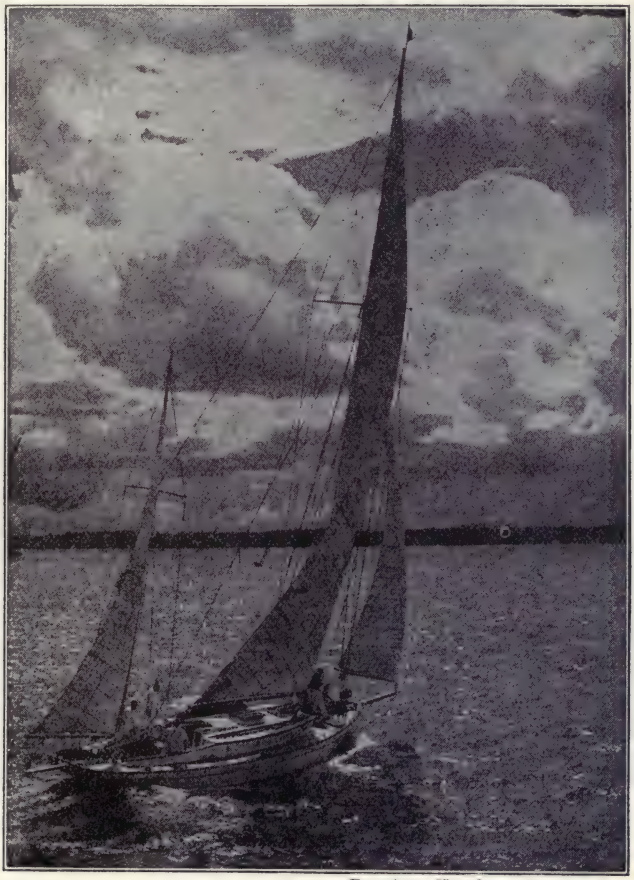
owners make. A large part of our recreation is under the control of private individuals who may or may not be concerned about the benefits which the public receives. This accounts for bad movies and dance halls and for high charges for various forms of recreation. When money-making is the first consideration, service may not be considered so important.

But many forms of recreation are under the control of semipublic agencies whose first concern is to benefit the public. The Young Men's and Young Women's Christian Associations, the Young Men's Hebrew Association, and the Knights of Columbus, all were started and managed by religious organizations. The Boy Scouts, Girl Scouts, Camp Fire Girls, and Four-H Clubs are also very valuable means of furnishing both out-of-school education and wholesome recreation.

City authorities issue licenses to private or commercial agencies. These authorities also supervise the recreation supplied by these agencies, such as dance halls, skating rinks, theaters, movie houses, and lecture and concert halls. Thus the local community is responsible for the kind of recreation carried on within its borders.

State Provision for Recreation. In order to provide space for recreation and to make the beauty of nature accessible, states acquire and maintain their own parks. The various states differ in the features of special interest in their parks. Nearly all have forest preserves for hunting, fishing, and camping, which are regulated by fish and game laws. One state may be noted for its lakes, another for its mountains, an-

other for its waterfalls, another for its caves, and one for its canyons. But each one furnishes some



Courtesy Northern Pacific Ry.

The Thrills of Yachting on Puget Sound

opportunity for physical recreation. The photograph of yachting on Puget Sound, in the Northwest corner of

the nation, is an excellent illustration of the pleasures that may be secured in our state waters.

The state capital frequently has museums with exhibits of the history, origin, and development of that particular state. A trip through one of these museums provides both recreational and educational advantages.



Courtesy Northern Pacific Ry.

Mountain Climbing at 12,000 Foot Level—Mt. Rainier

National Provision for Recreation. The United States maintains national parks as playgrounds for the nation. There has been a considerable increase in the number of visitors to these parks during recent

years. Congress may set aside land which contains great natural beauty and scenic wonders for national parks. After the president proclaims it open to the public, the Department of the Interior takes charge of it. A few of the most famous national parks in the United States are: Yellowstone, Glacier, Yosemite, Grand Canyon, Great Smoky Mountains, and Carlsbad Caverns. In the photograph on page 160 vacationists are seen near the top of Mt. Rainier in that national park in Washington noted for its beautiful glacier system.

The Library of Congress and the Smithsonian Institution are among the outstanding institutions of their kind in the world. Weeks can be spent there, in the nation's capital, viewing the great works of art and literature, and the original histories dealing with the origin and development of our country and government. A trip through its buildings is highly educational as well as recreational. High schools arrange for their senior classes to go to Washington, in some cases from great distances, because of the educational and recreational values of these trips.

Test and Study Exercises

Aids to Learning

1. Review the reasons for the great increase in the annual cost of public education.

2. Remember that education is the result of all the forces that guide our action or thinking.

3. Note how informal, or out-of-school education, is quite closely related to recreation.

Test Exercises

On a separate sheet of paper give the letters for the correct answer for each statement.

1. Final control of education is in the hands of the (*a*) individual state, (*b*) federal government, (*c*) local community, (*d*) local school board.

2. Public schools now cost annually about (*a*) one billion dollars, (*b*) two and a half billion dollars, (*c*) five hundred million dollars, (*d*) seven billion dollars.

3. The largest part of the cost of public schools is usually paid by (*a*) the federal government, (*b*) the individual states, (*c*) the parents of school children, (*d*) the local community.

4. The local community creates and maintains (*a*) natural caves, (*b*) national parks, (*c*) playgrounds, (*d*) the Library of Congress.

5. The local community supports through annual taxes (*a*) the radio, (*b*) the Y.M.C.A., (*c*) community centers, (*d*) the Boy Scouts.

Suggested Activities

1. Find out where national parks are located in your state or in neighboring states. Be prepared to describe a visit or an imaginary visit you have made to such a park.

2. Your teacher may help you find what your own state does regarding: (*a*) the requirements of the compulsory education law; (*b*) the way in which financial support is given local schools by the state.

3. Make a list of the movies you have attended during the past three months and the radio programs you usually hear. Arrange them in two lists placing first in each list those pro-

grams which, you believe, have the greatest educational value and last those which are merely recreational.

4. *Group Activity:* The teacher may appoint several members of the class to compare the local public recreation facilities, such as playgrounds, parks, skating rinks, and community centers with those in neighboring towns.

5. *Group Activity:* The class may be asked to report the daily or weekly papers they take at their homes and also the different magazines and other periodicals. Which gives the best treatment of local news or foreign news? Which gives the best articles on science, literature, travel, or political happenings?

6. *Group Activity:* The class may report similarly on the books each one has read, in addition to school assignments, during the past year. Which books in the total list were on (*a*) travel, (*b*) literature, (*c*) biography, (*d*) popular fiction?

CHAPTER XIII

COMMUNITY DEPENDENTS

PREPARATORY NOTE: Some citizens are more gifted than others. This is true of your community as well as every other community. They differ in ability, possessions, or opportunties. Those who have less may not be responsible for their own condition. They may be handicapped physically or mentally or they may be the victims of circumstances over which they have no control as you learn in this chapter. Your community is frequently judged by the way it treats such persons. Most of them can be helped by a sympathetic understanding of their needs. The others should be handled in a way to prevent them from bringing harm upon themselves or their community.

Kinds of Dependents. There are many persons who do not take a regular part in community life and its affairs, either because they cannot or will not. Those who cannot, may be divided into the following classes—(1) *the physically handicapped*: the blind, the deaf, and the crippled; (2) *the mentally handicapped*: the feeble-minded and the insane; (3) *the unemployed*: those incapable of work, the misfits, and the victims of depression; and (4) *the orphaned*: those children left in the care of the state or in private

institutions. The community should care for these people or help them to care for themselves as much as possible.

Those who will not play their part in community life are the criminals. They have low or wrong ideals, with little or no will power to restrain themselves, and must therefore be controlled and supervised by governmental forces. The community guards against these undesirable citizens by maintaining jails and reform institutions. There they can occupy themselves by doing constructive work and there they can be helped to cure themselves of their criminal desires.

Blind. There are over sixty thousand persons in the United States totally blind, and many more who are nearly blind. The chief causes of blindness are sickness, accident, and heredity. It is said that nearly two thirds of the cases of blindness might have been prevented. The remedies suggested for the prevention of blindness are better care of the eyes of babies at birth, prevention of unnecessary strain on the eyes of both children and adults by providing adequate lighting, protection of the eyes from dangers of infection, and purchase of carefully adjusted glasses for those that need them.

The first institution for the blind in this country was established in Boston, Massachusetts, by Dr. Howe in 1830. It became known as the Perkins School for the Blind. Since that time many other schools have been established where the blind are taught to read by the use of raised letters called the Braille system. They are also taught to do other things such as to

weave, make brushes, tune pianos, mend and repair furniture, and to play musical instruments. Today



© *Ewing Galloway*

Harnessing a Guide Dog for the Blind

nearly every state maintains a school for the blind where they can receive free instruction. These schools are well-equipped and have well-trained teachers. It is far better for the blind to attend these institutions

than to remain at home because here they can learn to contribute to their own happiness and usefulness.

One of the most remarkable cases on record where a handicapped person has adjusted herself to life activities is that of Helen Keller who in early infancy lost her sight, hearing and speech. A special teacher was provided for her in childhood and with her constant help and sympathy, Miss Keller gradually acquired a high-school and college education, and even learned to speak, though with some difficulty. As a result of her own success, Miss Keller has devoted her life to travel and even to lecturing with the help of her constant companion, in an effort to raise funds for the American Foundation for the Blind.

The "Seeing Eye" was established to make blind people independent. They teach dogs to guide blind workers anywhere they want to go. These dogs make it possible for blind professional or businessmen and women and students to be entirely independent in getting about alone. The time and cost of such training have limited the number of such dogs that are available, but the Seeing Eye provides a real opportunity for the intelligent and ambitious blind. Other organizations also provide this fine service of training guide dogs for the blind.

Deaf. There are nearly sixty thousand deaf persons in the United States, and many more thousands nearly deaf. Many of these are also unable to speak. The cause of deafness may be either an injury or disease affecting the inner ear. Or the cause may be heredity. Since in most cases deafness is acquired and not in-

herited, every effort should be made to guard against its causes in order to keep down the rapidly increasing number of cases. Severe attacks of scarlet fever, measles, or influenza cause infections leading to deafness, as does also meningitis.[1] You should try very hard to be patient when recovering from any illness. You may seem well, but you need rest after being sick. You will have less danger of serious results of sickness if you take enough time to recover fully before being active. Modern preventive medicine will do much, through education and care, to lessen the inroads of these severe diseases.

The first permanent institution in the United States for the deaf was established in Hartford, Connecticut, by Gallaudet in 1817. Since then many schools have been established where the deaf are taught to read, write, to converse by signs, and to talk. The deaf are also taught to understand others by a method called lip reading. The United States has the only institution in the world for the higher education of the deaf —Gallaudet College at Washington, established in 1864.

Inasmuch as the percentage of those totally deaf is relatively small, wherever possible greater emphasis is being placed on the use of that part of the hearing which is left. This is done through the oral method of speaking and reading from the lips. However, the pupil who can neither speak nor hear touches the teacher's throat with his finger-tips when she speaks,

[1] **meningitis.** A very severe disease of the membranes of the brain and the spinal cord.

and by this method learns to imitate better the throat movements producing speech.

In schools for the deaf vocational training is given in shoemaking, cabinetmaking, dressmaking, laundry work, and many other trades. Pupils play musical intruments and even are members of football teams. All this helps to avoid distinctions between deaf boys and girls and others, and helps to prepare them for self-support and useful citizenship.

Crippled. Clinics are organized all over the country to help the crippled. Instruction is provided for those who cannot go to school because of their handicaps. There are also schools for crippled children confined to wheel chairs, and fresh-air schools for those affected by tuberculosis.

The federal government has undertaken a vast program of training disabled servicemen for new vocations. This program is carried out by the Veterans' Administration, a special board for the purpose of caring for our veterans. Many hospitals are operated for this purpose and several hundred thousand veterans have been cared for. Crippled veterans are trained for whatever work they are best able to do.

The vocational rehabilitation[2] division of the Office of Education co-operates with the various states in carrying on a similar service for other physically disabled citizens. The government assists by contributing to the cost of this training. The Dowling School for Crippled Children in Minneapolis is an example of state care for this kind of handicapped individual.

[2] **rehabilitation.** Training the handicapped for new vocations.

Feeble-minded. Feeble-mindedness is a mental defect present, as a rule, from birth. Feeble-minded persons are those whose brains never developed beyond that of a child. They may be divided into three classes. The *idiot* is a person whose mind did not develop beyond one or two years. Such persons are entirely helpless just as a child of that age would be helpless. Therefore, they should be placed in institutions where they can receive the best care from trained workers. The *imbecile's* mind did not develop beyond three to six years. Because imbeciles have abilities merely of children, they too, should be cared for in institutions equipped for aiding such persons. Some of them, however, can do routine work if carefully supervised. The *moron* is one whose mind stopped developing usually between seven to twelve years. Morons need not all be kept in institutions because some can help themselves. They can do certain kinds of manual work but they need to be helped and guided all the time.

The first school in this country for the feeble-minded was established in 1850. Since that time other schools have been established where the feeble-minded are taught to care for themselves properly and to fit themselves for simple vocations. Today many states maintain institutions for both feeble-minded and insane persons.

Insane. Insanity is a form of mental sickness. An insane person at one time had a normal mind which became sick because of some extreme mental strain and worry, some injury, disease, or hereditary taint

or blemish. Some forms of insanity are temporary and can be overcome by proper treatment. Other forms of insanity are violent and dangerous and therefore must be cared for in institutions which are properly equipped to treat such cases under the supervision of trained workers and specialists.

Mild cases of insanity can sometimes be treated by requiring the patient to live a quiet and simple life. Extreme exertion and excitement must be avoided and much rest is needed. To prevent an increase in feeblemindedness and insanity, it is necessary that people with these mental defects or diseases be denied the right to have children.

There are over four hundred thousand patients in state hospitals for all kinds of mental disorders. Part of the steady increase during the past quarter century is due to the increased efficiency in recognizing and caring for these people. Scientific care is making it possible to cure or permanently benefit a large part of this group.

Those Incapable of Work. In recent years unemployment has caused more dependents than all other reasons together. We may divide the unemployed into three classes.

The first class includes the aged and the ill. Some people of these groups really want to work but are frequently discharged and replaced by younger, stronger, or more efficient people. Such unemployed groups in the past usually have been cared for by relatives and friends. These benefactors are naturally interested in them and feel some responsibility for them

as individuals. In the case of the failure of interested relatives and friends, dependent persons have been cared for by our local units of government, chiefly counties and cities. Most counties in the United States have county homes where old people may go to live. In many cases, the county aids some relative or friend of the aged or infirm person. It may furnish a small monthly allowance, probably five or ten dollars a month.

Local governments, churches, and generous wealthy individuals have furnished hospitals in which those seriously ill may be treated free or at a very small cost. Governments have provided regular pensions for the aged and needy among soldiers, sailors, firemen, and policemen who have a claim on the government for services. Until recently this covered all that governments have done in directly aiding dependents. The Social Security Act is now granting aid also to the aged, the unemployed, and other types of needy individuals. Most of the states now have pension laws that assume part of the government burden of caring for the aged, the blind, and the unemployed.

The Misfits. The second class of unemployed consists of those who for some reason seem to be misfits in society. They do not have family or friends to help them and these misfits are too lazy to do their part in providing a living. For this reason they become tramps and beg for food and clothing and use such shelter as they can find. Frequently such people pretend they are hunting for work, but work is the last thing they want to find. They seem to have no self-

respect nor pride and are perfectly willing or even anxious to accept charity from anyone. Of course they have no claims on the general public. They are useless as citizens, and are lacking in the American ideals of independence, self-respect, and personal pride. If it were not for the sympathetic spirit of our people they would have to work or starve.

The Victims of Depression. The third class of unemployed consists of those who want to work and support themselves and their families. These people worked and maintained happy homes for years, when perhaps some machine was invented which did the work they had been doing more cheaply and rapidly. The machine was installed and the laborer lost his job. Or maybe an economic crisis or depression, like that of 1929, came and factories shut down. Apparently through no fault of anyone, and certainly through no fault of the laborers themselves, millions of people were thrown out of work. Many of them were not able to find work for several years.

It is this class that presents our greatest problems. They have the same American ideals of independence, self-respect, and personal pride as all other good American citizens and yet they are suddenly made helpless by circumstances over which they have no control. Their greatest danger is the temptation to degenerate into the class of tramps and beggars described above.

The depression of 1929 caused millions of people to be added to this class of unemployed. Various estimates have been made of the exact total. It reached

its highest point in 1933 and has declined exceedingly since that time, as is shown in the pictograph. Some of the states formed their own Emergency Relief Ad-



ministration. But the problem was too big for state and local governments and community help. And it was not a case for charity. Something had to be done by the federal government. These people were not subjects of charity but victims of circumstances over which they had no control. The federal government proposed, with the aid of the states, three kinds of remedy for the situation. First, direct relief until something better could be done. A billion dollars were given through the Federal Emergency Relief Administration in 1933. Second, the creation of employment by providing public works. The Civilian Conservation Corps employed some 500,000 young men,

the Civil Works Administration employed about four million persons for a few months, the Works Progress Administration was giving work to three million by 1935, and the National Youth Administration provided jobs and educational opportunities to young people. Third, an attempt to provide a permanent remedy for the unemployed.

The proposed remedy consisted of the Social Security Act passed by the federal government. One part of the Act provided for unemployment insurance, a federal state program, and federal old-age insurance. The unemployment compensation is secured by a payroll tax beginning at one per cent and later reaching three per cent. The old-age pension provision also authorized a tax upon each employer's pay roll and upon each employee's pay. This tax began, in each case, with one per cent in 1937 and was planned to increase gradually. The purpose of these laws is to accumulate in the treasury at Washington huge sums of money which are to meet all payments required later.

The other part of the Act provided for assistance to needy persons over 65, to dependent children under 18, and to the needy blind, not living in institutions. The costs of the assistance parts of the Social Security Act are shared by the states and the federal government. They are regulated by the federal government but are directed by the states.

The Orphaned. The Children's Bureau, organized in 1912, is now under the Department of Health, Education, and Welfare. Its purpose is to investigate

all matters pertaining to child welfare. One of its divisions cares for dependent children. The White House Conference on the care of Dependent Children was called first by President Theodore Roosevelt and later by President Herbert Hoover. The federal government, therefore, has taken definite steps to look after those children who are not cared for by their own parents. Laws have been passed granting money to the states. This money is to be used in addition to the sums spent by the states for the care of dependent children.

Each state is the guardian of all children within its borders who are not cared for by their parents. Child welfare bureaus have been established in many states to handle this task. Also county boards of child welfare have been developed in a number of states. Altogether there are nearly three hundred thousand children in different kinds of institutions for the dependent and neglected. These institutions include county farms or orphanages, state institutions, and private homes established by religious or fraternal agencies. Homes and vocational schools are supported by many of these groups for the dependent and orphaned children of their members. In some cases "house mothers" care for small groups who are housed together as families. Through such adequate care, boys and girls who lack the advantages of their own homes are trained in self-support and good citizenship.

The Criminals. The criminal is the dependent who must be controlled by governmental force because he

lacks ideals or will power to control himself. The least worthy and most expensive dependent of the community is this lawbreaker. It sometimes costs thousands of dollars to catch, try, and convict a murderer. And if he is sentenced to life imprisonment, it costs thousands of dollars more to feed and keep him. And that does not begin to pay for the life or lives he has taken. It is said that every day of the year there are nearly one hundred and fifty thousand persons confined in the jails and prisons of the country. Can you imagine the cost of maintaining these prisons and prisoners?

There are two general kinds of criminals: First, the criminal who commits crime as a habit, just as you tie and untie your shoes by habit. He does it so often he forgets how to keep from doing it. Having started while young and apparently having succeeded with small crimes, he tried something worse each time. Such criminals seldom rid themselves of the habit.

Second, the occasional criminal, who commits crime on the spur of the moment and who may never have committed a crime before. He may even have been forced into crime. He is likely to repent and is usually sorry for his acts. It is to give these criminals a chance to reform and make good citizens, that the parole system has been established. Wisely used, it may be of great value to society.

Classes of Crime. Crimes are usually divided into two general classes by our state laws. Those that are considered less serious, such as small thefts, are called *misdemeanors*. They are punished by small fines or im-

prisonment in our county or city jails. The more serious crimes of murder, burglary, or robbery are called *felonies.* These are punished by imprisonment in a penitentiary. In the case of intentional murder, kidnapping, and a few other serious crimes, the criminal may be put to death. Those who break certain federal laws, as mail robbers and counterfeiters, are sent to a federal prison.

Prison Reform. Much is being done to try to change the criminal. The effort is made to reform and, if possible, make him an industrious, law-abiding citizen. This cannot always be done, but it is worth attempting. The safety of the public, however, must not be sacrificed or endangered in so doing. With the hope of reforming criminals, prisons are made modern and sanitary, prisoners are taught trades, and the term of imprisonment may be shortened by good conduct. The prisoner is given as much liberty as his conduct permits and after a part of his term is served he may be paroled.[3]

We must not forget that every prisoner who has served his sentence and is released, must fit back into the world from which he has been separated for so many years. Unless he is prepared with a trade or occupation and assured of another chance at a job, he will as a rule drift back into crime. The parole officer tries to give him that help and at the same time watches him to be sure that he does not fail.

A noted prison authority has said that, in one of the largest states only "about twenty-five per cent of

[3] **paroled.** Released on good behavior.

those paroled were declared violators'' of their parole. Many of these had merely failed to report promptly to their sponsors, and only part of this group had committed new crimes. The majority of those paroled ''are well on their way to becoming law-abiding citizens.'' Released prisoners may more definitely be helped to become worthy citizens again by improved parole laws. With increased numbers of conscientious parole officers former prisoners can be more carefully watched and aided. Only those prisoners who have shown themselves entirely trustworthy should be paroled before their term expires. The rest should be assigned to special institutions where they can be guarded until such time as they are cured of their desire to live by criminal means.

Test and Study Exercises

Aids to Learning

1. Remember the five classes of dependents whom society must provide for in various ways.

2. Distinguish between misdemeanors and felonies.

3. Recall the ways in which the blind, the deaf, the crippled, and the aged are being helped to care for themselves.

4. Observe the effort of the social-security laws to provide a permanent remedy for the unemployed.

Test Exercises

On a separate sheet of paper, write the numbers one through fourteen on the left margin. Then write *yes* or *no* after each number depending on your judgment as to the answer to the questions below.

1. Can a large part of blindness be prevented?
2. Did Helen Keller learn to speak although she was deaf and dumb?

3. Is deafness usually caused by diseases or injury of the inner ear?
4. Can all deaf persons learn to hear again?
5. Can feeble-minded people be made normal through education?
6. Is insanity a form of mental sickness?
7. Has the moron the mind of a child two years old?
8. Are mental disorders apparently increasing very rapidly?
9. Are old-age pensions being provided under the Social Security Act?
10. Are all unemployed people given jobs by the federal government?
11. Is the number of prisoners greater than the number of blind persons?
12. Are pickpockets sent to the federal prisons?
13. Are modern prisons made sanitary?
14. Are more parole officers required if paroled prisoners are to be helped adequately?

Suggested Activities

1. Read Helen Keller's *Story of My Life* and learn how her struggle for an education was finally rewarded.
2. With your teacher's help, write to "The Seeing Eye" in Morristown, New Jersey, for information about the ways in which they train dogs as guides for blind people.
3. Search in your history or your readers for the names of famous people who were blind, deaf, or crippled but who still succeeded in accomplishing their ambitions.
4. *Group Activity:* The teacher may ask several pupils to look up the use of the Braille system of reading for the blind and report this to the class.
5. *Group Activity:* The teacher may take the class to an institute for the care of the blind, the deaf, or the aged, if there is one nearby, so that the pupils may observe how society helps the handicapped.

CHAPTER XIV

PLANNED COMMUNITIES

PREPARATORY NOTE: Your community must plan for the future if it is to make the best development possible. One of its best plans is its provision to guard against those things which may destroy its usefulness. The planners of your community must watch the construction and location of all its buildings. They must solve its traffic problems. They must guard against slums and crowded living conditions. Your community may have natural beautiful surroundings or it may have to make its own beauty. If your community is to become the "city beautiful" which this chapter suggests, all these necessary steps must be taken.

Future Needs. City planning is building for the future. Planners should keep in mind the health and convenience of the city inhabitants, and also the beauty of the city itself. Regional planning is the same for territory outside the city and between cities, making possible the growth and spread of the city. An up-to-date community, even though small, will think of its future in mapping out its possible growth. A commission is usually appointed. It is the duty of this commission to study the city's needs, its defects, and its possible growth, and then to plan accordingly. For our purpose here, let us summarize the many aspects, or divisions, of city planning under the following

heads: (1) *housing and zoning,* (2) *civic beauty,* (3) *communication and transportation.*

Housing and Zoning. Housing and zoning plans include regulation of the construction of buildings, both public and private. They also include carefully planned zoning laws for the division of the city into districts.

A community is responsible for the buildings erected within its boundaries. Therefore it regulates the construction of buildings by means of laws, or ordinances. Large cities, with their congestion and their many building problems, require a building code. This code is a set of rules governing the construction of all buildings, as well as the kinds of material used. It provides that the walls, floors, and ceilings of large buildings be made secure; that elevators and stairs be built safely; that plumbing, heating, lighting, and ventilation be adequate and sanitary; and that the buildings be protected against fire. Large cities have a tenement-house[1] law which regulates conditions of dwellings in the poorer parts of the city to assure sanitation and protection against fire.

Zoning Laws. City planning today requires careful zoning laws. For this purpose the city is divided into districts which are restricted for certain uses. The city sets aside residential districts in which home owners are protected. Bungalows are permitted in certain areas and large apartment buildings in others. Residential districts are naturally in the most favored

[1] **tenement house.** A dwelling house found in large cities, divided for the use of many poor families.

portions of the city where quiet and beauty are found and yet where there is a convenient approach to places of business. Frequently, zones of quiet are set apart near the hospitals.

Large manufacturing plants or factories are usually in outlying sections or along railroad lines. There the land is cheaper, operating costs and taxes are less and sources of power and methods of transportation are more convenient. The wholesale business district lies nearer the center of the city but it is connected with the factories by trucking and by rail lines. In the heart of the city and at various important outlying centers are the retail business sections. The retail sections must have streets wide enough to permit heavy automobile traffic and must be near to local transportation lines.

Unfortunately all cities are not adequately zoned, else there would be no slums, the areas where large numbers of poor people are crowded together in worn-out buildings. These tenement buildings are usually old dwellings, several stories high, which are divided into small apartments and rented to people who must live near their work. The buildings often have unsatisfactory heat, light, ventilation, plumbing, and sanitation. They are frequently rickety firetraps. Because of these facts a constant effort is being made to condemn them as unsafe and to replace them with more satisfactory houses.

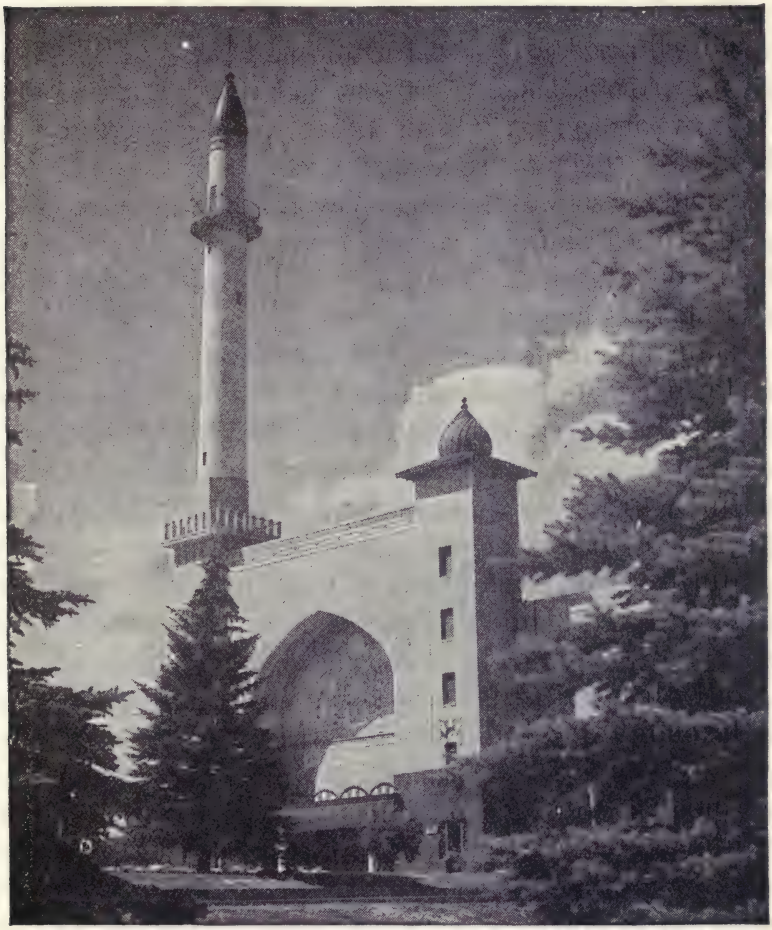
It seems quite evident that careful planning will be required to meet this problem. Many divisions of Government—national, state, city—have made attempts

from time to time to improve the situation. But the problem still remains and will remain until large overall plans are made and carried out. The problem exists not only in the cities, but in many rural districts as well. Housing conditions on many farms are no better than are those in some of the city slums. People are more aware of these facts now than they have been in the past. It seems quite probable that plans for the improvement of these communities will be carried out.

Civic Beauty. It is very important that communities recognize the value of civic beauty. Good city planning therefore will make the best use of any natural scenic beauty that is available. A river, lake, or mountain may add considerable beauty as well as utility by careful arrangement of the residential and business sections in relation to the natural features of the area. Consideration and regulation of the architectural pattern of its buildings will also add to the beauty of a city. It is natural that people prefer to have pleasant surroundings. Human nature responds to beautiful things, whether they consist of natural scenery or man-made gardens. Such unsightly surroundings as unkept lawns, vacant lots used as dumping grounds, huge billboards, and dirty alleys are found in some communities. The presence of these blemishes causes lack of respect for the community and discontent among its people.

Well-kept lawns and trees, freshly painted houses, clean alleys, flower gardens, and the absence of smoke and dirt and unnecessary noise play an important part in creating contentment as well as interest in the com-

munity. A community that advocates and provides



Courtesy Northern Pacific Ry.

The Civic Center, Helena, Montana

for civic beauty creates for itself a feeling of co-operation among the inhabitants. Most individuals take

pride in such a community and will do their best to live up to its standards.

Development of Civic Beauty. Realizing the need for civic beauty, citizens are doing more and more to make their own community beautiful and attractive. You can play a very real part in this program by helping to keep your house and yard attractive. You may keep your lawn neat and trim, free of long grass and litter. You may plant flowers and take care of them, set out shrubs, and in other ways contribute to the beauty of your neighborhood.

Many communities have ordinances encouraging those who would make their city more beautiful. They do not permit the existence of unsightly billboards, dirty alleys, or unattractive streets, yards, or houses. Some communities have laws which call for the prompt removal of snow from the sidewalks, or the clearance of weeds from vacant lots. If the owners fail to do either of these civic duties, the city may have it done and charge them for the labor. This shows that these communities not only advocate civic beauty, but also make every effort to enforce ordinances that will improve their city. Today civic beauty occupies a prominent place in the minds of people who plan cities. They believe it is wiser and cheaper to plan a city properly while it is growing than to be confronted afterwards with the problem of locating parks and playgrounds in providing for civic beauty.

Results of Civic Beauty. There are many results obtained from planning and keeping a community beautiful. The people located in such a community

will be happy and contented. Therefore, they will take pride in their city and will promote its interests. Civic planning will increase the value of property. Business and industrial plants will be attracted to the city. Many more desirable people will come to the community to live.

Communication and Transportation. People will always require the exchange of ideas and goods. Therefore, a community should plan carefully for the arrangement and management of communication and transportation. These will include postal service, telephone, telegraph, and radio; streets, highways, railways, waterways, air routes, subways, elevated-railways, and ferries. In establishing these means of communication and transportation, it is important to keep in mind the idea of rendering the best service to the public at a reasonable cost. These methods must be rapid, convenient, safe, and yet as inexpensive as possible. The city, state, and nation all co-operate in the development and regulation of communication and transportation because these services are so essential to our progress and prosperity.

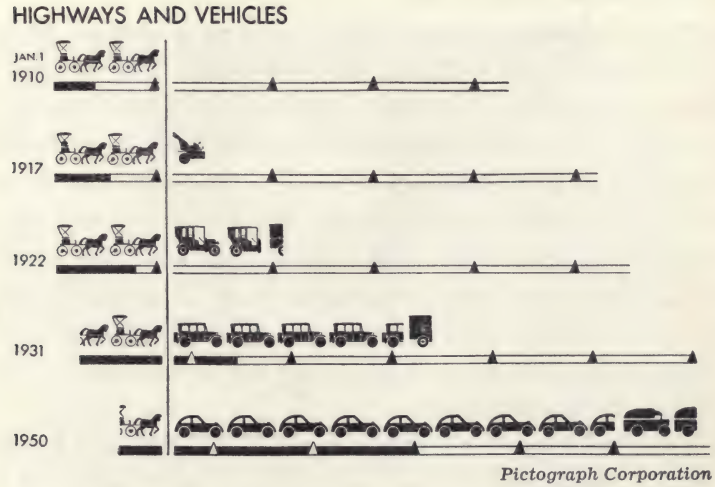
Streets and Highways. One of the most important features of a city plan is that of its streets. Some of the streets will be through streets or boulevards on which the through traffic will have the right of way. Because of the increasing difficulty of traffic problems, these streets must be arranged so as to permit convenience of travel. They must also be wide enough to admit sufficient air and light into the high buildings alongside them. Heavy traffic has made necessary much wider

streets and roads than were previously needed. Eighteen-foot roads formerly were considered sufficient but now forty-foot roads are none too wide. Some arterial highways or main thoroughfares are as wide as eighty or one hundred feet. The surfacing of roads has also become very important. Mud roads have long since been out of date and gravel roads are fast giving way to macadam and concrete roads. The change from the horse-and-carriage on dirt roads to the automobile on hard-surfaced roads is shown in the pictograph on the next page.

In village and city planning special attention is given to the way in which new streets are arranged. The *checker board* or *gridiron design* brings all roads together at right angles. This is satisfactory in small villages where the ground is level and rivers and lakes do not interfere.

Sometimes it is better to have diagonal streets running straight to the center of town so that time may be saved in reaching important buildings. Accordingly, the *spider web design* has been found more satisfactory for many cities. The main avenues go out diagonally as spokes from the center of town and circular streets connect these avenues. Detroit is a good example of the use of the spider web design for streets, while Washington, D. C., modifies the plan by using both diagonal and right-angle streets. Chicago's new planning also combines both of these designs. It uses right angle streets for the most part with various diagonal streets jutting out from the main business district, or the "loop." The beautiful boulevards in

Chicago running along the lake shore and bordering the inland rivers serve as connecting links for automobile traffic. On the other hand, Boston's crooked, narrow streets in the older part remind us of the tradition that they were originally cow paths.



Each horse and carriage represents 10 million horses
Each motor vehicle represents 3 million motor vehicles
Distances between milestones represents 500,000 miles of road—surfaced portion dark

Traffic Problems. These different arrangements of streets are designed to produce the most efficient flow of traffic. Fifty years ago traffic was made up of horse-drawn vehicles. Today various kinds of electric and steam railroads and multitudes of public and private busses and automobiles make traffic problems increasingly important in every village and city. No longer is it desirable for main avenues of traffic to cross each

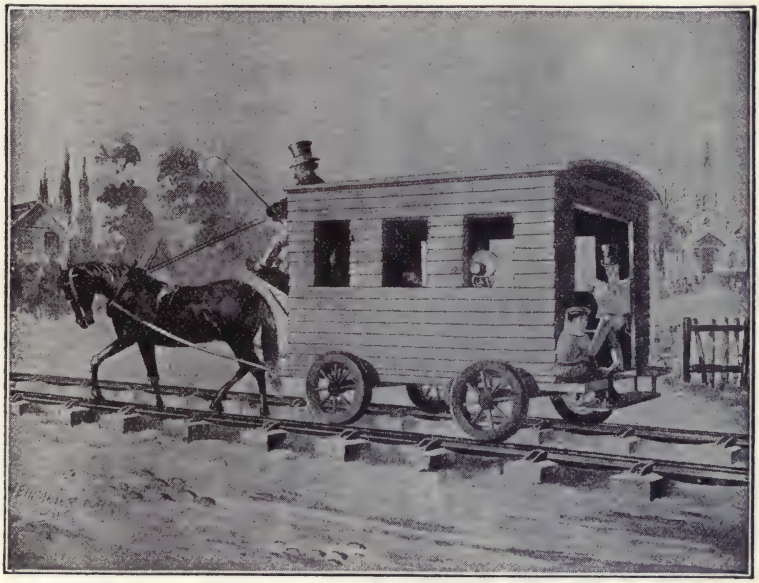
other on the same level. Even with automatic stop-and-go lights and traffic policemen, too many automobile accidents occur at road intersections. To prevent such accidents, one road is elevated over the other, and connecting passages are made so that all cars will go in the same direction.

Street lighting is very important as a means of increasing safety in driving and walking. The use of a sufficient number of street lights does much to promote safe driving, to prevent crime, and to increase the beauty of the location. Finally, the removal of all obstructions to the view is necessary. Chief among these obstructions are the numerous signboards. They blot out the beauties of the landscape as well as make both country and city driving unsafe. Safety on the road requires that the driver give all his attention to the road and to his driving.

Local Transportation. The proper location of transportation lines and terminals should be considered in connection with the arrangement of streets and alleys. The safety, convenience, and comfort of the people must be kept in mind in locating these lines and terminals. Parks and playgrounds can well be mapped off at this time, too. Natural scenery will help to determine their location. If there is no natural scenery, parks can be made by planting trees and flower gardens, by constructing artificial lakes, and by making drives and walks.

Government Regulation. The city or village plans, builds, and keeps in repair many forms of communication and transportation within its own borders. As

the village grows, these facilities of communication and transportation must be expanded. Many new problems in this connection arise continually and must be solved by those in charge. A city makes rules to govern traffic, and authorizes its policemen to enforce



Courtesy B. and O. Railroad

Horse-Drawn Car of a Century Ago

these rules. It grants rights to public service companies, and it may own and operate its own transit lines. You can do your part by learning the rules of the road, the proper use of the telephone, and other means of communication. An increased pride in the value of modern improvements will help you to understand life better, and appreciate it more.

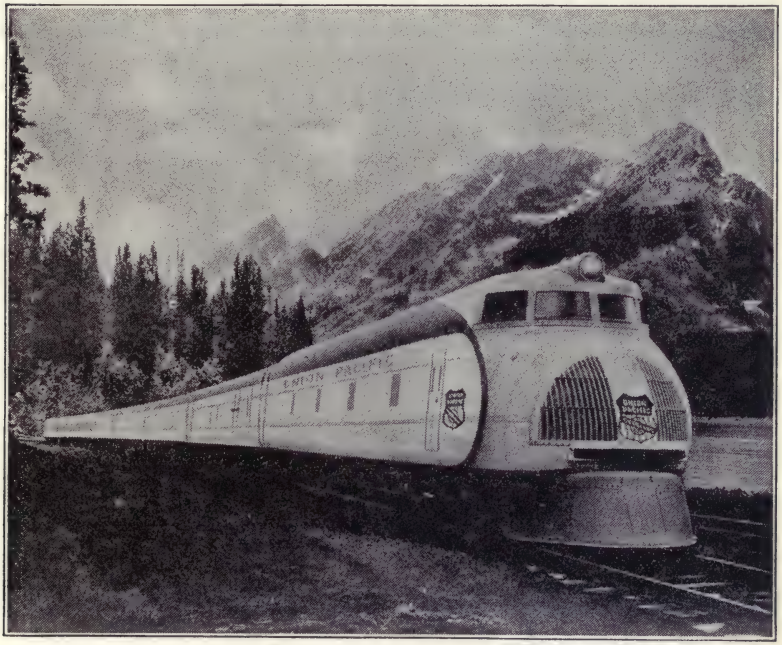
The state builds highways, canals, and bridges, and keeps them in good repair. It also patrols or guards them to assure safe traveling. The state regulates transportation within its borders. It also regulates those public-service companies which deal with communication.

Congress has the power to make laws for the development of our postal service and the radio, and for the regulation of commerce with foreign countries and among the states. It appropriates money to build national highways and to promote other forms of travel. The waterway from the Great Lakes to the Gulf of Mexico, now connected through the Illinois Waterway System, is an example of co-operation between city, state, and nation in advancing methods of transportation.

Modern Improvements. The development of means of communication under federal regulation is very marked. It now takes the air mail only one half day to go the distance which formerly required ten days by the pony express. We have seen greater speed and improvement in our mail system during the past two generations than in almost any other service.

In recent years very great changes have likewise been made in transportation. The streamlined trains found in many parts of our country today travel at greatly increased speed because of improvements in their design and construction. The Diesel-electric engines of some of these streamlined trains use cheap grades of oil in place of coal as fuel and develop great power with remarkable economy. The principle of

streamlined design was first used in airplane construction and now has been successfully applied to railroad



© *Underwood & Underwood*

Modern Streamlined Train

trains, automobiles, steamships, and other forms of transportation. The previous photographs show the passenger car on one of our leading railroads a century ago and a modern streamlined train.

Test and Study Exercises

Aids to Learning

1. Observe the ways by which city planning regulates the growth of the city and at the same time increases its beauty and effectiveness.

2. Notice how transportation has developed with emphasis upon the best service at a reasonable cost.

3. Observe the growth of slum areas in the large cities due to the crowding of many people in unsatisfactory dwellings.

Test Exercises

1. What are the most important aspects of city or regional planning?

2. Indicate the way in which a large city is zoned for factories, stores, residences, and civic centers.

3. Tell about some of the most effective ways used for making the average village beautiful.

4. What has made it necessary to increase the width of roads and to use a more nearly permanent surfacing?

5. Explain the advantages of the "checker-board" and the "spider-web" designs for city streets.

6. How is through traffic safeguarded at road intersections?

7. Trace the development of transportation and communication during the past fifty years, showing which new methods arose in each decade.

8. What is the objection to permitting stores and factories to be built in residential districts? Would tenement districts spring up there as a result of such action?

Suggested Activities

1. Read some such book as Jacob Riis' *How the Other Half Lives,* Mary Antin's *Promised Land,* or Israel Zangwill's *Children of the Ghetto,* and be prepared to report on a story of slum life.

2. With the help of your librarian, read articles in recent magazines describing the federal government's plan for substituting new houses for old slum tenements.

3. Study auto maps showing plans of large cities such as New York, Chicago, Philadelphia, Cleveland, Boston, San Francisco,

or Washington. Which street designs seem to be commonest, those meeting at right angles or those coming out diagonally from the center?

4. Investigate the various means of transportation between your home town and the large cities in your state.

5. *Group Activity:* The teacher may assign members of the class to write to airline companies to secure their maps and schedules. How nearly are all the large cities in the country served by the different air transport lines?

CHAPTER XV

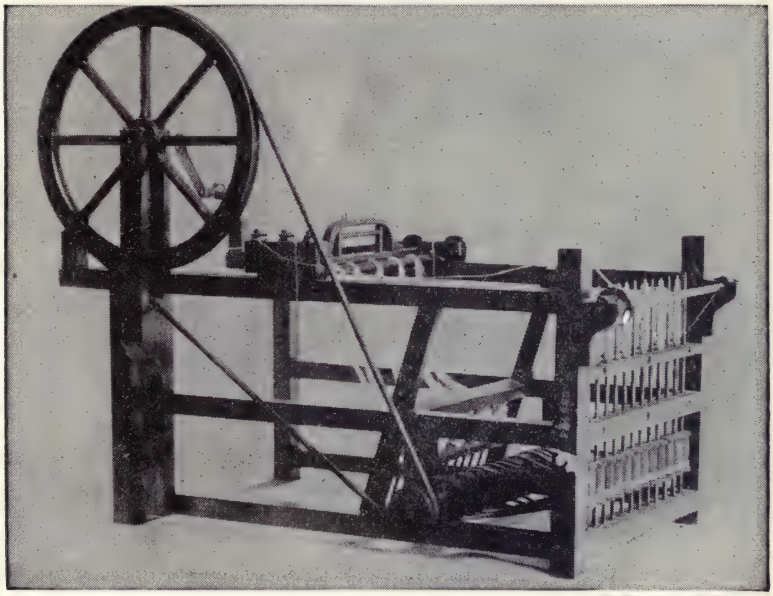
MODERN INDUSTRIAL LIFE

PREPARATORY NOTE: Progress is usually accompanied by problems. And growth of industry brings its problems to city and nation. Sometimes the problems are foreseen by business and government. Then plans can be made and principles laid down to take care of the problems before they arise. Other problems must be acted upon as they arise. A knowledge of some of the important principles on which modern business is built is a necessary part of your education as a citizen. Our present system of money and credit and the methods of business management explain many of the problems of labor. They also explain government's relation to business and labor, treated in this chapter.

The Industrial Revolution. Families produced their own food, clothing, and other necessities until a century and a half ago. They had been doing so for hundreds of years past. All members of the family, even including the young children, did their part. But trade developed in Europe, and by the eighteenth century families in England began to specialize in particular forms of work. One family made cloth, another finished leather, and other families developed other trades. Thus there came to be household manufacturing in the cottages of the English villagers. When a

family specialized in one kind of manufacturing they learned to do the work faster and better.

Then certain forms of machines, Hargreaves' spinning jenny, Whitney's cotton gin, and Watt's steam

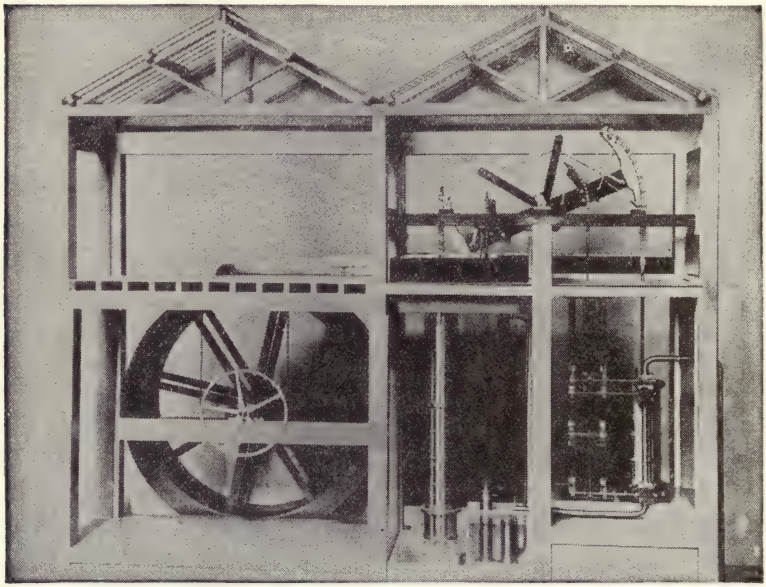


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Hargreaves' Spinning Jenny

engine, were invented. Gradually the invention of machinery in England and America paved the way for the Industrial Revolution. This was the rapid speeding up of the mechanical changes which had been taking place for centuries. These changes brought about the development of factories. It became cheaper for the owner of machinery to group together in one building many workers who could turn out much more work

with the power machines under their control. Unskilled labor could be used in place of the skilled



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Watt's Steam Engine

craftsmen who had given their lives to learning a single trade. Goods became cheaper and the people, especially the poorer classes, could have a great many things they were not able to have before.

Money. But the development of factories required constant improvement of machinery and more money. Money had long ago become a *medium of exchange.* It proved much more convenient for the farmer to sell his cow or sheep for certain coins than to have to

find another farmer who was willing to trade his hens or eggs for a sheep or a cow. At first, money was very crude and had no certain value. Later governments placed their stamp or seal on this money. Then it became accepted as a standard or *measure of value.* The farmer could say that his cow was worth a certain number of coins or dollars rather than so many chickens.

Money is also used as a *standard of deferred payment.* A man may want to buy a suit of clothes but will not have the money to pay for it until several weeks have passed. So he gets credit from the merchant and agrees to pay him for the suit after a certain number of weeks. If a farmer sells his hogs and cattle to a buyer who does not have the ready money, he takes a promissory note for them in place of the money. He can turn this note over to the bank as credit to apply on some debts he may have, such as a mortgage on his farm.

Money is only one of the forms of wealth with which man has to deal. All his material possessions, such as land, stock, or houses, which can be measured by money constitute *wealth.* Wealth may, therefore, be *real property* which is fixed, such as houses and land, or real estate. Or it may be *personal property* which is movable, such as furniture, clothing, or money itself.

Money is now coined or made in this country only by the federal government, so that it will have the same value everywhere and will not be counterfeit, or false. Money may now be coined in silver, nickel, or copper. It may be in the form of engraved paper

notes. These are called greenbacks, certificates, or bank notes. They are engraved by the Bureau of Engraving and Printing of the Treasury Department at Washington. A special paper containing silk fibers is made for this purpose. Great care is taken so that neither the steel engravings nor the paper can be duplicated and money made by others than the government employees in the Treasury Department.

Banks and Credit. Such transactions require the help of banks, which are institutions organized under the law to deal in money or credit. Banks are organized under the authority of the different states or of the United States. They receive the people's deposits of money and pay them interest on their deposits. This money is then loaned to others at a higher rate of interest than is paid to the depositors. In this way banks earn money just as stores do on their goods, buying at a low price and selling at a higher price. National banks also issue bank notes which circulate as money. Federal Reserve banks do a banking business with other banks. Credit transactions permit banks to lend at least three fourths of all their deposits and still be able to meet all normal demands for cash. Because of the repeated use of credit, bank deposits in the United States in 1952 totaled over 160 billion dollars while the actual money of all kinds in circulation for the same year was only about 28 billion dollars.

That is to say, credit money is far more than actual money. A man deposits a check for fifty dollars in his bank and then pays his debts by drawing checks

against this amount. Those who receive his checks do the same although perhaps none of them has received any actual money. So one check for fifty dollars may cover several hundred dollars' worth of transactions.

Business is based on credit. A businessman does not need to have cash enough for all his transactions if his credit is good. This means that if his past record has been satisfactory and he is known to be able to pay his bills when they are due, he can then borrow money when he needs it to pay emergency bills.

Business Management. A business may be under the control of a single individual who owns the entire plant and equipment. This is a *proprietorship* and is found most frequently in the small retail business employing only a few workers. A man may associate himself on equal terms with one or more additional helpers and so form a *partnership.* In that case they share responsibility equally for profit or loss. If the business is large and the owners prefer not to have individual responsibility, they form a *corporation.* This is a joint stock company authorized by the state, and it issues shares of stock showing shares of ownership.

Economic Activities. The various activities of a business fall into a circle of four parts. First, the growth, manufacture, or preparation of goods is called *production.* These products may be grown on the farm, manufactured in a factory, or made serviceable in a store. Second, the sale of these products is called *exchange.* In the sale, money is used as a medium of exchange. Third, the use of the products necessary

to satisfy our needs is called *consumption.* Fourth, there is a division of income to determine how much profit has been made and what wages should be paid; this is called *distribution.* This term is also used to refer to the transportation of goods. These four activities are necessary in all business transactions and must remain well balanced or confusion occurs. In a depression, money is scarce and so the consumption of goods declines. This means there are high prices for goods sold and few sales are made. As a consequence fewer goods are produced. Or, if the goods are produced faster than they can be consumed, prices are lowered and unused stocks of goods pile up.

When goods are produced, there are four classes of income. The *land,* or property on which the goods are produced, will yield *rent* to its owner. If a farmer owns his own land, he does not pay real rent, but he pays in other ways, such as taxes, repairs, and improvements, which would equal rent. *Labor,* or the efforts of the workers who produce the goods, will earn *wages.* If the worker is the farmer's son he may not receive real wages, but he will get his food, clothing, shelter, and education—things equal to wages or greater than wages. The *capital,* or money borrowed by anyone to buy the equipment for producing the goods, will draw *interest* for the person that lends the money. Finally the *management,* or skillful direction of the business, should produce *profits* for those who own or plan the business for their ability and knowledge. No one of these features can be ignored in a healthy business.

Employee Welfare. When the employer carried on his trade in his own house and his helpers lived with him all the time, it was a simple thing for him to know their needs. Whether he took satisfactory care of them depended solely on his own desires as there were no rules or regulations for him to follow.

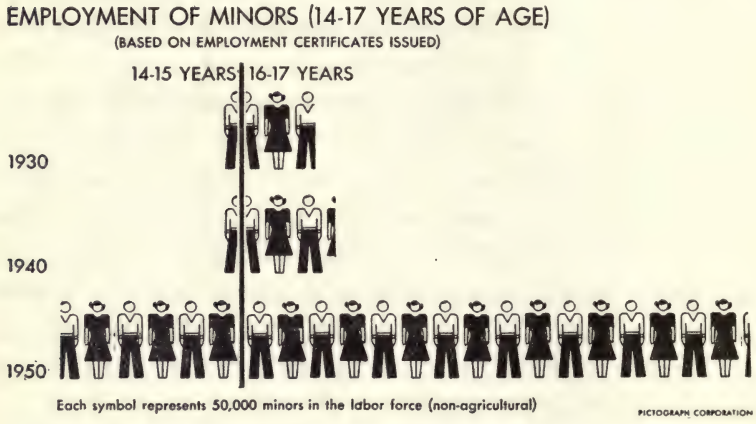
With the growth of factories, management got farther away from labor and the close association between managers and workers was broken. The health and safety of the workers became more of a problem because of the increased use of complicated machinery. Various problems arose in which the interests of capital, management, and labor were shared, and it was necessary that all of these be protected.

The health and safety of the workers is first in the list of these considerations. Moving machinery requires safety devices to prevent accidents from occurring. Great care must be taken to keep down the possibility of fire. Sufficient lighting and ventilation are necessary in all places where workers have to spend hours at a time. It is just as important for workers to have good light at their work as it is for you to have good light for your studying.

The working day was originally from "sun up to sun down," both on the farm and for the trades. This twelve or fourteen-hour day gradually gave way to ten hours, and then to eight hours as a standard. Today the forty-hour week has been established for certain industries and is the goal in many others.

Regulations for the employment of children are very recent. Children once worked in mines and fac-

tories for as many hours as their fathers did. Many of these boys never saw daylight for days at a time. They went down into mines before dawn, and came out of them after sunset. Gradually this was frowned upon until most of the states now have laws which do not permit children under fourteen to sixteen years of age to work or, if they grant permission, limit the number of hours per day and per week. Fortunately, during the past generation, the percentage of employed children has been decreasing, except in times of emergency, when it rises suddenly and high. An



amendment to the Constitution prohibiting the labor of persons under eighteen years of age was proposed in 1924, but it has been ratified, or approved, thus far by a few more than half the states.

Labor Problems. Progressive states have labor laws which safeguard the worker in various ways. A maximum of eight hours a day, with one day of rest in

seven, is provided in most vocations. In many industries five days is the regular working week, with extra pay for extra time.

Buildings must be fireproof, and have sufficient fire exits with doors opening outward. A fire-alarm system and fire extinguishers must be installed. Every part of the factory must be kept clean. Good drinking water must be supplied, and also individual drinking cups and towels. There must be sufficient light, heat, and ventilation.

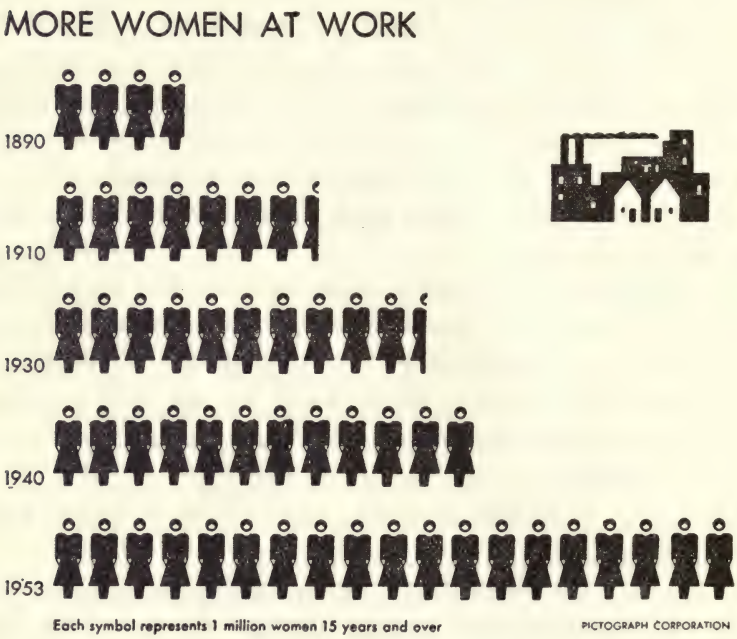
Dangerous machinery must be guarded and safety devices installed. Inspections of shops and factories are made by inspectors of the state labor departments. If a workman is injured at work, he receives a money allowance from an insurance fund, the amount to be in proportion to the seriousness of his injury. If a workman is killed at work, his family receives compensation.

Women in Industry. The number of women employed has been increasing during the past two generations, as the pictograph on page 206 shows. Many new occupations are now open to women as well as to men. Increased educational opportunities have also added to women's interest in regular employment. Some states give women workers special protection through their labor laws. These include the following provisions:

The working day is limited to eight hours and the week to forty-eight hours.

The employment of women is prohibited in certain vocations unsuitable for them, such as mining.

A minimum-wage law provides that an employer may not pay less than enough for a decent living.



High Cost of Child Labor. The employment of children for pay in shops or factories is called child labor. Children working in homes or on farms are usually not thought of in connection with child labor, even though they may be paid for their work. Children should be safeguarded by the community more than any other class of workers, because of the greater dangers they meet.

Child labor is the community's most expensive labor problem. A child works at a great cost to himself, to

industry, and to society at large. The cost to the child is the education that he does not get; accident and disease to which labor exposes him; play and necessary recreation of which it deprives him; and future chances for better jobs which are forfeited. Child labor costs industry the material a child wastes; the machinery he breaks; the repeated teaching a child requires; more carelessness and less production on the part of a child in comparison with adults; and lowered efficiency of adults in weakened conditions as the result of having worked as children. The cost of child labor to society is the increased number of ignorant workers; the wrecked young lives; the lack of benefits of home training of which child labor deprives the child; and the possible increase of crime because of insufficient education.

Labor Organizations. As factory conditions changed, there was the tendency for labor conditions to grow worse rather than better. The regulations for the welfare of employees which we have been considering have grown up over a period of many years. One of the reasons for this improvement was the growing practice of workers to organize into unions. Although labor organizations have existed almost since our national government was established, they did not become important until much later. The American Federation of Labor, composed of more than a hundred national or international trade unions, was founded in 1886. More recently, another form of union based on industries was founded. It is called the Congress of Industrial Organizations. This includes an

entire industry, such as the coal industry, rather than just one craft in it.

Shorter hours, higher wages, the rights of *collective bargaining,*[1] better working conditions, and higher standards of workmanship were considered the objects sought by these different unions. On the other hand, strikes, picketing,[2] and boycotts[3] were regarded as some of the disadvantages. Under the National Labor Relations Act, passed by Congress in 1935, labor secured certain rights, such as the right to organize and to bargain collectively. The power of labor in industry greatly increased. In 1947, however, union practices were somewhat restricted by the Taft-Hartley Act. Under this act the *closed shop* is prohibited. This is the shop in which no employee is hired unless he first joins the union. The *union shop* is permitted. This is the shop in which the worker need not be a union member when he is hired but must become a member within thirty days. The Taft-Hartley Act gives the President authority in certain cases to put off strikes for eighty days, thus allowing a further period for negotiation before the strike begins.

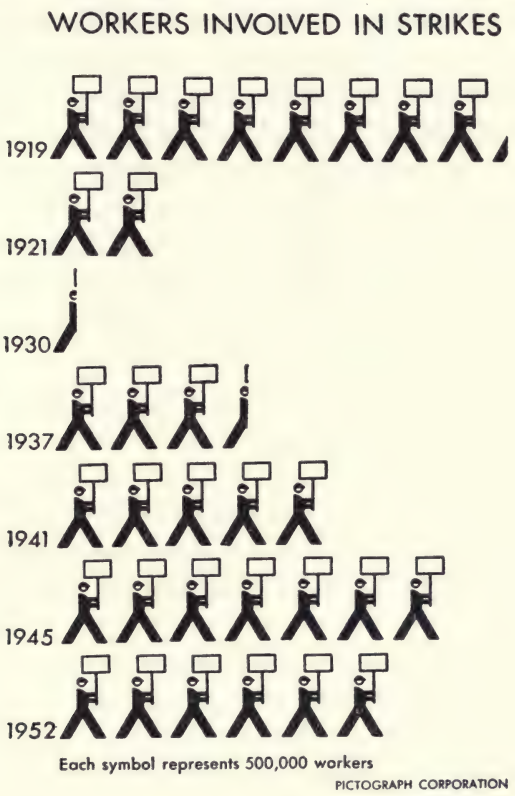
Government and Business. As business develops it comes in contact more and more with government. Of course, business must be taxed to bear its fair share of the cost of government. However, business requires charters, or franchises, permitting it to operate under

[1] **collective bargaining.** The system under which the officers of a labor organization carry on negotiations with the employer for improved working conditions.

[2] **picketing.** The act of persuading labor not to work during a strike.

[3] **boycotts.** Agreements to prevent dealings with a group opposed to your interests.

certain conditions. It desires that contracts be carefully preserved. It requests protective tariffs[4] so that it may avoid foreign competition during its growing



period. Certain types of businesses such as banks and railroads, in which failure would cause loss to a great mass of citizens, occasionally have been assisted by government loans during periods of depression.

[4] **protective tariffs.** Duties on imports which protect the development of industries in our own country.

Government Regulation. But business objects to certain forms of government regulation, feeling that its opportunity for development will be crippled by these laws. It agrees with Thomas Jefferson in saying, "That government is best which governs least."

Recent federal legislation has been enacted laying down new policies for banking and finance and insuring payment of bank deposits. Many types of public businesses, such as public utilities, are strictly regulated by government. Consequently the government's relation to business is becoming very important.

The United States government, until recently, has not attempted to regulate labor with the exception of its own federal employees. The Department of Labor has for years aided in bettering working conditions by its efforts to promote the welfare of wage earners, especially that of women and children. The Fair Labor Standards Act limited working hours, fixed minimum wages, and prohibited certain kinds of child labor.

In order to do away with the dangers of future unemployment conditions, Congress passed a national Social Security Act in 1935 providing old-age payments and unemployment insurance as well as other forms of assistance for the handicapped. In the same year, Congress passed the National Labor Relations Act providing for collective bargaining between employees and employers. It also provided for a National Labor Relations Board to enforce the provisions of this act. This board is given power to take testimony in labor disputes and decide which union is

the proper bargaining agency. In 1938 Congress passed the Fair Labor Standards Act, also known as the Wages and Hours Law, making compulsory a minimum wage and limiting the number of hours a laborer may work each day in his employment. In 1947, as you have read, the Taft-Hartley Act was passed. It formed a new basis for working out relations between labor and management.

Test and Study Exercises

Aids to Learning

1. Recall the uses of money as a medium of exchange, a measure of value, and a standard of deferred payment.

2. Observe the differences between proprietorship, partnership, and corporation.

3. Notice the changing relations of government to business as a result of economic depression.

Test Exercises

Match items in the first list with corresponding items in the second list by putting together on a sheet of paper the numbers of the items which best go together.

1. Closed shop	1. Business organized under government charter.
2. Wealth	2. The growing, making, or preparation of goods.
3. Partnership	3. Institution organized to deal in money or credit.
4. Consumption	4. Sale of goods.
5. Distribution	5. Material possessions valued in money.
6. Proprietorship	6. Single ownership of business.
7. Bank	7. Employment of union labor only.
8. Production	8. Organization of labor crafts.
9. Corporation	9. Business shared by two or more equally.
10. Profits	10. Use of products to satisfy our needs.
11. Social Security	11. Payment for use of capital.
12. Collective Bargaining	12. Division of profits or wages.
13. Exchange	13. Old age and unemployment compensation.
14. Labor union	14. Trade agreement of employers with a union.
15. Interest	15. Payment to managers for their ability and knowledge.

Suggested Activities

1. In your United States History read the accounts given about the invention of the spinning jenny, the cotton gin, and the steam engine. How did these pave the way for the industrial revolution?

2. In your Ancient History or in any encyclopedia read the story of the first use of money as "cow tokens." What does this name mean? Look up the origin of the word "pecuniary" in the dictionary.

3. Look in your library for recent articles regarding Social Security legislation. How is the act of 1935 being financed?

4. *Group Activity:* The teacher may assign students to write to the U. S. Department of Agriculture, Washington, D. C., for free samples of *Consumer's Guide,* a biweekly publication. Get information here on prices and quality of commodities in which you are interested.

CHAPTER XVI

THE COMMUNITY MELTING POT

PREPARATORY NOTE: Any person of one country who enters another country to become a permanent resident is an immigrant. We are accustomed to think of immigrants as newcomers. But in America everyone is an immigrant or a descendant of an immigrant. Even the American Indians are said to have come originally from Asia. Our history tells us that our first immigrants were for the most part from England. They were soon followed by immigrants from other European countries. Our newer immigrants are of various kinds. They have come from all nations and races. They are of all religions and creeds. They have contributed both good and bad influences to America. It is necessary that immigrants become real Americans. We cannot have large masses of people following only the customs of the lands from which they come, if we are to keep our country a democracy of all the people.

Our Ancestors. The United States is one of the youngest, largest, wealthiest, and most progressive of all civilized nations. Its population is made up of immigrants from many other nations. It is called the "Land of the Free" because of its form of government. It is a government "of the people, by the people, and for the people." Before we consider the government of our country, let us see who our ancestors were. Let

us learn what were the problems of immigrants to our country, how they were educated, and how they secured citizenship.

First Settlers. Although the Indians were in America long before the white men settled here, they were not the founders of the America of today. The settlement of Virginia in 1607 and the landing of the Pilgrims in 1620 on the shores of what is now Massachusetts were among the first permanent white settlements. By their courage, fortitude, and zeal, these pioneers won homes for themselves in the American wilderness. These first immigrants came to the American wilderness for religious, political, or economic reasons. They came here so that they might have a free and independent home life. Since that time, other immigrants have been coming to these shores for the same reasons, and the ideals fostered and the independence sought by the early settlers developed into the very foundation of American democracy.

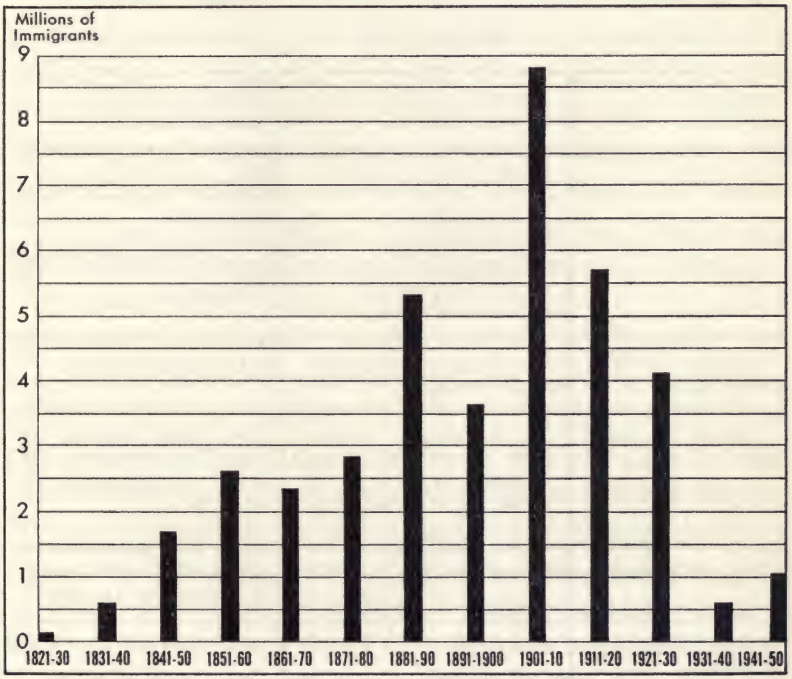
Early Immigrants. At the time of the Declaration of Independence several million people lived here. About ninety per cent of them were of English descent. However, there were settlers of other countries found here and there throughout the colonies. These were made up of various nationalities. The Swedes, Dutch, Germans, Scotch-Irish, and Welsh came to Pennsylvania; the Dutch settled also in New York; and the Germans, Scotch-Irish, Swiss, and French Huguenots settled in the Carolinas and in Georgia. Other later settlers came from Ireland, Norway, Sweden, and Denmark. During the Revolutionary War,

immigration was practically at a standstill because during wartimes people are not allowed to move from one country to another. Then after peace was restored and the United States was organized under its own constitution as an independent nation, the French Revolution broke out and immigration still was limited. The French Revolution caused a general political and social upheaval throughout Europe. It lasted over twenty years.

The number of immigrants to the United States previous to 1820 is not known accurately but it is estimated at about five or six thousand a year. During the next decade it increased slowly. But in the period between 1830 and 1840, it jumped to sixty thousand a year, and in the next decade, to one hundred seventy thousand a year. The potato famine in Ireland in 1847 and the revolution in Germany in 1848 produced a great tide of migration to America. The number of immigrants reached three or four hundred thousand a year for the next thirty years. Up to 1880 immigrants had come almost entirely from northern and western Europe. We sometimes refer to these as the "Old Immigrants."

Later Immigrants. Those who came after 1880 are sometimes called the "New Immigrants." They came mostly from southern and eastern Europe. Italy, Russia, Poland, Austria-Hungary, and Greece were all represented. Many of these later immigrants were unmarried men who had received little education in their lands and so did not appreciate the value of learning English and becoming Americanized. Be-

cause of their poverty they were compelled to settle in the poorer neighborhoods of our large cities, where they were easily led by corrupt politicians.



Immigration to the United States

The greatest number of immigrants came in the decade following 1905. They reached over a million for each of several years. Up to 1917 there had been little restriction placed upon the number of white immigrants. The first restriction prohibited illiterates from entering this country. In 1921 emergency legislation limited those coming from each country to a

definite percentage share of the number that had been previously sent from that country. The numbers allowed different countries were called quotas. In 1924

Immigrants	Early or "Old"	Later or "New"
Birthplace	Northern and Northwestern Europe.	Southern and Southeastern Europe.
Education	Mostly well educated.	Not well educated; frequently unable to read and write.
Occupation	Merchants, farmers, skilled workmen, professional men.	Unskilled laborers, few merchants.
Location in which they settled	Rural communities and small towns.	Cities in slum areas.
Purpose in coming	To establish a permanent home; to escape religious persecution or harsh government control.	To gather wealth; to escape training in the army; to return later to Europe.
Kind of groups	Entire families.	Unmarried individuals; few families at first.
Number becoming citizens	Nearly all.	Small part.

and again in 1927 this was modified so as to keep the total annual immigration down to about one hundred fifty thousand. A summary of these figures is given in the graph on page 217.

Contrast of "Old" and "New" Immigrants. In contrasting the early and late immigrants, you will notice certain differences. These differences are shown in the table above regarding these two groups.

Labor Problems. Because their ways of living were so different, workers from southern and southeastern Europe could live more cheaply than those from northern Europe. Nor did they require the same standards of living as native Americans. Therefore they were willing to work for much lower wages than the native Americans and began to replace them in industry. This created an employment problem of grave importance and resulted in a great deal of dissatisfaction. This condition especially existed in cities on the Atlantic coast where so many of these immigrants settled.

Employment. One difficult problem of the newer immigrant has always been to obtain satisfactory employment. Having been trained on the farms of Europe they found industrial life in the big cities wonderful but terrifying. Hard labor was usually all they could secure and that only as occasional demands occurred. In the large cities they were offered help by free employment bureaus which brought them into contact with those who needed workers. Various welfare organizations such as the Young Men's and Young Women's Christian Associations, the Knights of Columbus, the Young Men's Hebrew Association, or the Salvation Army also gave them help. These organizations helped the immigrants to prepare to hold these positions as well as to get them. However, with all this help, many of the newcomers were frequently unemployed.

Housing. As the newer immigrants flocked to the larger cities they grouped themselves together in colonies of their own kind. The "Little Italy" or "Little

Russia" in many of our cities almost duplicated the European standards of living. As a rule only foreign newspapers were read and the English language was hardly heard in places of worship or other spots where they gathered. For these reasons American ideals of government were of little importance in their daily lives. These immigrants did not intend to become a part of the new country but continued to think of themselves as Europeans transplanted for a time into America.

Because they were ignorant and poorly paid, they lived wherever they could. The poorest dwellings were all that they could afford. Because they did not understand American conditions of living they accepted the tenements as necessary. The unsanitary conditions, to which we referred before (See page 183), also caused dissatisfaction. Their children had no place to play except in the streets. There they learned defiance of the law rather than respect for American ideals.

Congestion. This crowding together in these unsightly districts, called slums, had a serious influence on American city life. Although the immigrants themselves were obviously not to blame, yet their presence in such large numbers produced these slums in the cities. The very fact that the immigrants retained their European customs and languages and that they did not learn to read and write English made it difficult for them to secure employment and kept them poor. Their poverty made crime desirable, so that gangs grew and crime prospered. Often, boys in gangs turned to petty stealing so as to appear heroes in the

eyes of their leaders. Their success in stealing frequently led to more serious crimes.

Fortunately this was true of only a small part of the whole group of immigrants. Many foreigners have added greatly to our cultural values in music, art, literature, and science. The Hungarian, Michael Pupin,



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Immigrants in the Promised Land

as a youth of sixteen was almost penniless when he landed at Ellis Island over sixty years ago, and yet he became a professor at Columbia University and one of the great inventors of his day. The German, Walter Damrosch, came to America at the age of nine and has been a great leader in the musical life of our country. The little Russian girl, Mary Antin,

learned her first lesson of America in the slums of Boston under conditions that would have seemed very bad to many of us. But America became the *Promised Land* about which she wrote years afterward.

Education of Immigrants. The education of immigrant children is not very different from that of native-born children. Some time is spent in learning the new language but after this has been accomplished they fit readily into the new environment. Soon it is difficult to distinguish them from the others.

But this is not the case with their parents. Their education in Europe, as a rule, has been very brief and they have no desire to face the terrors of school in a foreign land. But Americanization classes have been held out to them as an opportunity to better their living and working conditions. In these classes they gradually learn to read and write the English language. There they can prepare for citizenship. But in addition they learn the American ideals of freedom, co-operation, and respect for law and order.

Knowledge of the new language helps them to obtain work. It also helps them to learn how to avoid dangers in the use of machinery while working. The new language enables them to deal with those who do not speak their native language. It also gives them a chance to improve their methods of living and even to learn new kinds of work. Finally their knowledge of our language and customs improves their relations with their growing children and helps the children to look upon their parents as "Americans" rather than as "foreigners."

The public libraries of most villages and cities offer a great amount of free information to immigrants who are becoming Americanized. Books, magazines, and newspapers may be read daily in the reading rooms of the libraries at no cost. Books may also be borrowed and taken home for a week or two. The library is one of the best adult education institutions in our country. In towns with evening schools, and also where no evening schools exist, the public library offers an opportunity for the uneducated to improve themselves in many different ways.

Assimilation of Immigrants. Immigrants must be made to feel that they are a part of our large community, rather than of their own small foreign community, if they are to be content and happy with their lot. America is constantly striving to do this. Nearly forty million immigrants have been welcomed to the United States since its beginning. The poverty, unhappiness, and oppression which caused them to come here have been decreased. Many of them have found peace and happiness and have prospered. They must come to respect America and its institutions, obey its laws, be peaceful, honest, and industrious, and become naturalized Americans.

Advantages of Citizenship. A naturalized citizen of the United States has many advantages over an alien. He may help to select the officials of the local, state, and national governments, by voting at all elections. He may be elected to any public office in the United States except the office of President or Vice-President. He may obtain passports to travel abroad

under the protection of the United States flag. He may obtain public land from the government in undeveloped parts of the country, upon which to build a permanent house for himself. He may apply for any position he chooses, enter into business for himself, and own his own property. He may serve on juries in the courts. He is entitled to all the other guarantees given by the Constitution of the United States.

Immigration Laws. It is the duty of a nation to protect its citizens and to preserve itself and its form of government. America does not welcome those who would interfere with her liberty, happiness, and prosperity. Our immigration laws provide that such persons as anarchists, who plot to overthrow all forms of government, be excluded from this country and sent back to their own country.

Our immigration laws provide also for a similar exclusion and deportation, at any time, of those who are a danger to our country through disease, crime, or immorality. It would be harmful both to this country and to its citizens to admit without restriction all who desire to come.

Securing Citizenship. The fourteenth amendment states that, "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside." Also foreign-born children under twenty-one become naturalized when their parents become citizens.

The alien of white or African race may file his intention of naturalization as soon after his arrival as

he wishes, if he is eighteen years of age or over. Two years after these first papers have been filed, and after five years of continuous residence in this country, he may take his second step and file his petition for citizenship. He must do this, however, not more than seven years after he has declared his intention to become a citizen. This petition must be signed by the applicant and he must be able to speak English. Thirty days later he may appear before the court to take the oath of allegiance to support the Constitution of the United States.

American citizenship is too high an honor to be given away thoughtlessly, and for this reason careful restrictions are placed on those who desire our citizenship. However, even though it has been necessary for us to limit the number of immigrants we admit, America welcomes to her shores those who are sound and healthy in mind and body, those who have unquestioned character, and who are honest, thrifty, and industrious. America welcomes such who want to be naturalized and to make this country their home.

Test and Study Exercises

Aids to Learning

1. **Distinguish between the old and the new immigrants in matters of birthplace, education, occupation, and purpose in coming to America.**

2. **Remember that many immigrants have added greatly to our cultural values in music, art, literature, and science.**

3. **Observe the many helps that adult education has been to the immigrant in the necessary process of Americanization.**

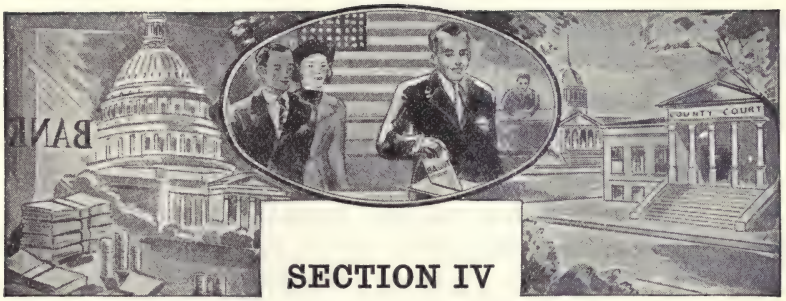
Test Exercises

On a separate sheet of paper give the letter for the correct answer for each statement.

1. Prominent among the early settlers in New York were the (*a*) Swedes, (*b*) French Huguenots, (*c*) Dutch, (*d*) Welsh.
2. The largest number of immigrants came to this country in the decade (*a*) 1880-1890, (*b*) 1905-1915, (*c*) 1830-1840, (*d*) 1890-1900.
3. One of the most valuable Adult Education Agencies is the (*a*) Public Library, (*b*) Free Employment Office, (*c*) Salvation Army, (*d*) Public Parks.
4. An immigrant who became influential in the musical life of America was (*a*) Walter Damrosch, (*b*) Michael Pupin, (*c*) Mary Antin, (*d*) Edward Bok.
5. The most important privilege of citizenship is (*a*) use of public libraries, (*b*) owning property, (*c*) right to vote.
6. Before an immigrant may become a citizen he must live in the United States (*a*) five consecutive years, (*b*) five years, (*c*) two years, (*d*) seven years.

Suggested Activities

1. With the help of your librarian, study the biographies of such immigrants as Mary Antin, Edward Bok, Michael Pupin, John Muir, Edward Steiner, Andrew Carnegie, or Jacob Riis and discover the characteristics which contributed to their success.
2. (*a*) Consult a world almanac or encyclopedia regarding the change in immigration flow into the United States. (*b*) Make a table showing the changes in United States immigration and emigration by decades from 1820 to 1950.
3. On an outline map of the United States indicate by different colors the nations which were most frequently represented in the original settlements. Some states may require more than one color.
4. How many different nationalities are suggested by the first thirty names in your telephone directory?
5. *Group Activity:* The teacher may ask each pupil to inquire from his parents the different nationalities represented in his own family for the past four generations. What nations represented by the largest number of the ancestors of all pupils?
6. *Group Activity:* If you live near a city, the teacher may take the class on a trip to a social-settlement house to study their Americanization work.



SECTION IV

YOUR GOVERNMENT AND ITS CITIZENS

Government depends on laws, or rules, which all citizens are expected to obey. Whenever your father or your mother tells you to do something or punishes you for disobeying some rule of your home, you are being *governed.* If the members of your family cooperate, or work together, you and the other members of your family are *united in the government of your home.* Suppose you help pay the expenses of your home. That is, suppose you turn over to your parents at least a portion of what you earn with the understanding that it will become a part of the family income. You are *financing the government of your home.* Whenever you do anything about your home to make it a better place in which to live, you are *upholding the government of your home.*

Try to think, now, of your relations with others outside the home in much the same way that you think of your associations with the members of your family. If you do this, you will see what your attitude toward

government should be. You will find many similarities between the government of your home and the governments of your school, your community, your county, your state, and your nation. You will find that it is necessary for you to obey the rules of these other governments, too.

On many occasions you will be asked to support and uphold these governments with your loyalty, with your influence, with your participation in various activities, and with your money.

Since you are a citizen of the United States, you have certain privileges which citizens of many other nations do not have. You can tell your representatives what you think should be done and how you think it should be done. You have already noted in preceding chapters of this book how citizens of the United States work together for the benefit of their government. You will find many more such examples.

In the next four chapters you will study the steps our forefathers took to bring this country into being. You will learn about the various experiments made in self-government, how some of them were successful, and how others failed. You will see how these experiments finally led to the development of our plan of government, the Constitution of the United States. Certain fundamental principles will be emphasized to guide you in all your relationships with government. It will be pointed out to you how the supreme law of our nation must be followed by every one of your governments. You will be helped to realize how citizens may unite in government for each other's benefit.

CHAPTER XVII

THE FOUNDATIONS OF YOUR GOVERNMENT

PREPARATORY NOTE: You have often heard the saying, "A burnt child dreads the fire." The men who wrote the Constitution of the United States knew the evils of bad government—the evil of tyranny and the evil of weakness. They were anxious to avoid these faults. Their purpose was to establish a government that would not be so strong as to oppress the people yet powerful enough to protect them. You will find in your study of the Constitution the results of this policy. Every article and every section of the Constitution was put into it for a definite reason. Many of those reasons grew out of unpleasant experiences of the past. Others grew out of successful achievements in government, both in the colonies and in other parts of the world.

Past Experiments in Government. The men who were most responsible for the Constitution of the United States were great students of history. They naturally were influenced by the more recent events of colonial history. But they also were guided by the history of the more distant past as they drew up the plan of our government.

Hundreds of years before Christ was born, the citizens of Athens, in Greece, decided that all of them together would be the government. They called their

government a *demokratia. Demos* was their word for people, and *kratos* meant rule or government. The general plan of government which those early Athenians developed was based on the principle that in a democracy the people rule.

The plan of government of the ancient Romans was also of great help to the founders of our government. It was somewhat different from that of the Athenians. The Romans set up a form of government which they called a *res publica.* In their republic, as we would call it, they governed themselves through representatives elected every year by the people. In other words, they had a representative form of government.

Many centuries passed. One summer day on the outskirts of the city of London, the most important men of England gathered together, prepared to lead an army against their king. They demanded of him that he share the rule of England with them. The king was forced to agree and signed what is now known as the Magna Charta or Great Charter. With the Great Charter as a guide, the leading men of England gradually gained more and more power over their kings. Several hundred years later, in 1689, when a new king came to the throne, they told him that from that time on they would take almost complete control of their government. The king would be expected to rule in the way the people, through their representatives, wanted him to rule.

The House of Burgesses. In the meantime a group of Englishmen had come to the New World and had started the colony at Jamestown. Here they developed

a plan which was the beginning of representative government in America. The form of government set up by those early Virginians was something like this: Representatives from each of the eleven different communities in the colony made an agreement with the king's governor. By this agreement two representatives from each settlement would form with the governor a House of Burgesses, which would be a general council for all matters of colony-wide interest. Since each local community would have individual problems, matters of a purely local nature were left to the citizens of the local community to decide. This plan of representative government worked out very satisfactorily, for the people felt that they now had a voice in the affairs of their government.

The Mayflower Compact. Before the Pilgrims landed at Plymouth Rock in 1620, they drew up the famous Mayflower Compact. By this compact they agreed that (1) all would assist in making the laws under which they would be governed and (2) all would obey the laws which they themselves should make.

The Will to Freedom. With the examples of the House of Burgesses and the Mayflower Compact to guide them, each of the other colonies eventually gained a large measure of self-government. Certain events occurred which have very greatly influenced our lives. Among these was the struggle for religious freedom begun by Roger Williams in the Massachusetts Bay colony. This same freedom was fought for and won in the colony of Maryland and in other colonies as well. In time the principle of religious free-

dom became firmly established throughout all thirteen colonies.

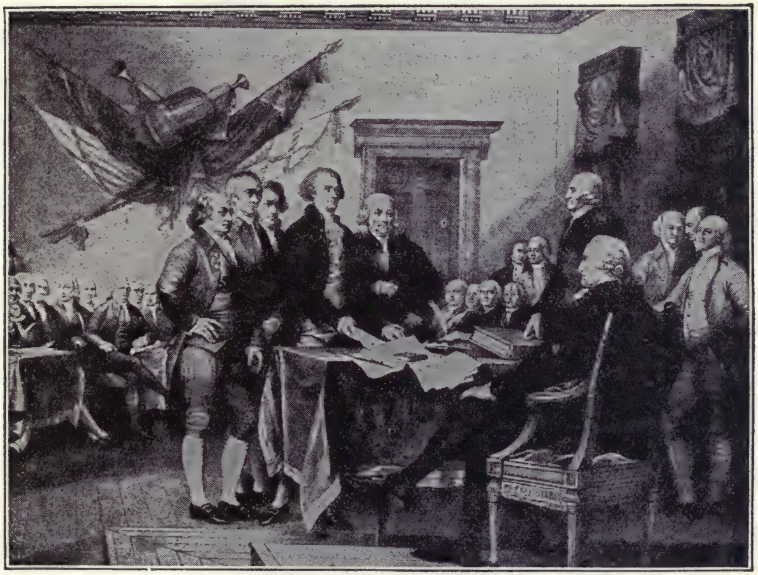
Other ideals also became realities, such as freedom of speech and freedom of the press. In addition, many other freedoms grew and prospered in this new land.

The people who settled in what is now the United States but was then a land inhabited by Indians did so because they wanted freedom. They wanted to worship God according to their own consciences and in their own way. They wanted to have a voice in their government. They were willing to make great sacrifices. They had strong will power and the courage to carry out their plans. It is due in large part to the honest motives, the wise plans, and the courage of our forefathers that the United States has become the great nation it is today.

Declaration of Independence. After much struggling, suffering, and sacrificing, our ancestors were prepared to go to war, if necessary, to gain their rights. The First Continental Congress, which met September 5, 1774, was composed of great American leaders. The course of action recommended at this first congress was safe but determined. At the Second Continental Congress, which met in May, 1775, plans for independence at any cost were decided upon. Accordingly, after debate and deliberation the Declaration of Independence was adopted July 4, 1776. The fourth day of July, which commemorates the birth of our nation, is celebrated each year with great enthusiasm.

Articles of Confederation. The Declaration of Independence proclaimed the colonies a free nation. Many

serious problems now confronted the newborn nation. A set of rules or laws was necessary to govern and guide the people. The same congress that drew up



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Signing the Declaration of Independence

the Declaration of Independence appointed a committee to draw up a set of laws. These laws were known as the Articles of Confederation. It required five years, from 1776 to 1781, to obtain the signatures of all the colonies and to adjust matters finally. During these five years the only central government for the colonies was the weak government of the Continental Congress. The country was governed under the Articles of Confederation from 1781 to 1789.

Weakness of the Confederacy. You recall that the early colonists came from different countries. You re-

call that they had different customs, languages, and methods of doing things. In view of this, it is only natural that they had considerable difficulty in organizing the first national government.

Under the Articles of Confederation, Congress consisted of but one house, which represented the states as such rather than the people. The small states with only a few inhabitants had just as many votes in Congress as the large states. There was no President. There were no national courts. Congress could make treaties but could not compel the states to obey them. It could borrow money but could not guarantee its repayment. Each state levied its own taxes, and it often happened that Congress had no money and could not pay its obligations. It could recommend taxation for the support of the central government but could not enforce the collection of taxes. In general, Congress lacked power to enforce the laws it passed.

The United States Constitution. The American leaders of that day recognized the weaknesses of the existing government. They wanted to strengthen it. As a result of the influence of such men as Hamilton, Madison, Franklin, and Washington, delegates from twelve states met in convention at Philadelphia in 1787 to revise the Articles of Confederation. George Washington was chosen president of the convention. The meetings were held in Independence Hall, shown in the photograph on the opposite page.

Nothing was said in the instructions to the delegates about framing a new constitution. Their sole work was to remodel the old Articles of Confederation.

When the convention assembled, however, it was soon realized by such leaders as Madison and Hamilton that



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Independence Hall, Philadelphia

what was needed was an entirely new and different framework of government, which would correct the

errors and remedy the evils of the Articles of Confederation. These men realized that it was impossible to change the Articles sufficiently to satisfy these urgent needs. Although many differences of opinion developed, the majority of delegates felt the need for an entirely new constitution. Therefore the Articles were discarded, and the convention set about to draft a new framework of government.

The Large States *vs.* the Small States. At first two plans were presented. The one which appealed to the delegates was known as the Virginia plan. The Virginia delegation was composed of men of high intellectual ability, who were well informed on the fundamental principles of government. The Virginia plan was drawn up by Madison and presented by Randolph. It proposed a complete change in the governmental structure of the new national government from that provided for in the Articles of Confederation. One of its most important features was that the individual citizen should be directly responsible to the central government. There were to be three measurably independent but co-operating branches of the government: a legislative or lawmaking department, an executive or law-enforcing department, and a judicial or law-interpreting department.

According to this plan there was to be a congress composed of two houses. This body was to have power to legislate on all matters of national concern and to have authority over the states in these matters. Representation in both of these houses was to be based on population. All major offices of the executive and

judicial departments of government were to be filled by appointments of the congress. It was clear that the congress would have the final control of the government and that consequently the populous, larger states would be in control of the central government.

The smaller states, fearing that they would not have a fair share of authority, objected. This resulted in a small-state plan introduced by Paterson of New Jersey and known as the New Jersey plan. This plan provided that there should be but one house in congress, and that all states should have equal representation.

For a time there was danger of a deadlock and a failure of the convention to form any government at all. However, after much discussion and many compromises, a plan was agreed upon which took care of the interests of both the large and small states. The Connecticut delegation made the suggestion which brought this about. It was agreed that there should be an upper house, called the Senate, in which representation was to be equal, and a lower house, known as the House of Representatives, in which representation was to be based on population.

The problem of ratification, or approval, of the Constitution was an important one. It was provided that the Constitution should be considered for ratification in each of the states by a state convention elected by the voters for that purpose. The Constitution was to go into effect as soon as it was ratified by nine of the thirteen states. The issue of ratification brought about the first political parties in the United States. Those

who favored the adoption of the Constitution were called Federalists and those who opposed, Antifederalists.

Division of Powers. The United States Constitution provides for a federal form of government. Powers are divided between the national government and the states. This division of powers is an underlying principle of our Constitution.

Under our federal system the national government is supreme over the states. This principle is stated in Article VI of the Constitution in the following words: "This Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding." This means that if a state law conflicts with a national law, the judges of that state must enforce the national law. Moreover, the federal courts have the power to decide, when a case comes up for trial, whether or not a certain state law conflicts with the national law.

The Constitution provides that governmental powers shall be distributed according to the following plan:

Powers given exclusively to the national government are enumerated in the Constitution. These powers, which affect the country as a whole, include the conduct of foreign affairs, the regulation of foreign and interstate commerce, the declaring of war,

the making of treaties, the coinage of money, and the regulation of weights and measures.

Powers left to the states are not enumerated in the Constitution. These include, as stated in the Tenth Amendment, all those powers which are not given to the national government by the Constitution and are not prohibited by it to the states.

Powers belonging to both national and state governments are said to be concurrent powers because both have the right to exercise authority in the same field. Such a power, for example, is that of taxation.

Powers forbidden to the national government include taxing exports and levying direct taxes except those levied in proportion to population. Congress is also forbidden to make such laws as may interfere with freedom of speech and of the press and with the right of the people to keep and bear arms.

Powers forbidden to the state government include making treaties or alliances, coining money, laying import or export taxes, keeping troops or ships of war in time of peace (except with the consent of Congress), and engaging in war except when invaded.

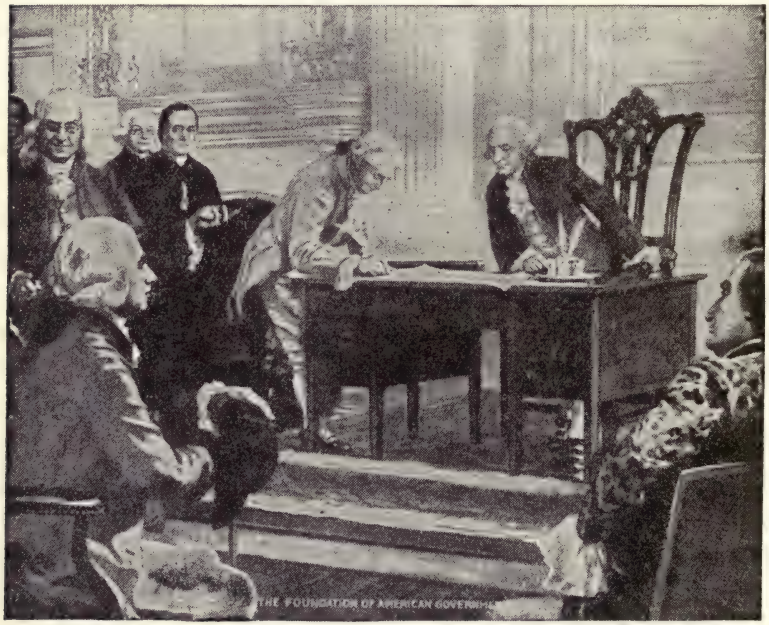
Powers forbidden to both national and state governments include passing an *ex post facto* law[1] or a bill of attainder[2] and granting a title of nobility. The Fifteenth Amendment states that neither national nor state governments shall deny or abridge, on account of race, color, or previous condition of servitude, the

[1] **ex post facto law.** A law providing punishment for acts committed before the law was passed.

[2] **bill of attainder.** A legislative act which inflicts punishment without a judicial trial.

right of citizens of the United States to vote. The Nineteenth Amendment forbids discrimination in this respect on account of sex.

Significance of the Constitution. The Constitution of the United States is worthy of study because it is the framework of the government under which we



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Signing the Constitution

live. All of us, through our participation in government, may someday influence this government. We should study the Constitution because it is one of the best in the world and because it has exerted widespread influence upon the constitutions of other states, particularly those of the South American republics.

Gladstone, the famous British statesman, once remarked, "The American constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man." James Bryce, another British statesman, said of this document, "It ranks above every other written constitution for the intrinsic excellence of its scheme; its adaptation to the circumstances of the people; the simplicity, brevity, and precision of its language; its judicious mixture of definition in principle with elasticity in details."

Summary of the United States Constitution. A national constitution is a document which explains the form of a nation's government and points out the powers that may be exercised by that government. Considered as a whole, a constitution has four fundamental characteristics. First, it explains the source of authority; second, it provides for the organization of the government; third, it provides for making its own amendments; and fourth, it guarantees individual liberty.

The Constitution of the United States does this in the following way. First, the Preamble to the Constitution explains that the supreme authority lies with the people. It does this by saying, "We, the people of the United States, ... do ordain and establish this Constitution for the United States of America."

Second, the organization of the government is provided for. Article I outlines in detail the legislative department of government. Article II deals with the executive department. Article III provides for the judicial department. In the organization of our gov-

ernment the Constitution divides all governmental powers between two governments. One is the national, or central, government, now located at Washington, D. C.; the other is the state government, centered at the capital of each state. Article IV explains this division of powers between the two governments and guarantees to every state a republican form of government.

Third, Article V provides for the making of amendments to the Constitution.

Fourth, individual liberty is guaranteed. Article I states that the privilege of the writ of *habeas corpus*[3] shall not be suspended, and that no bill of attainder or *ex post facto* law shall be passed. The individual's liberty is guaranteed more particularly in the first ten amendments. These prohibit the government of the United States from interfering with freedom of speech, freedom of the press, or freedom of worship. They prohibit the government from searching homes without a warrant, or from quartering soldiers in the homes of the people in time of peace without their consent, or from doing many other things which might be unjust. These amendments also provide for trial by jury. The Thirteenth Amendment prohibits slavery within the United States or any territory under its jurisdiction. Other amendments concern the organization and management of the government.

[3] **writ of habeas corpus.** A court order requiring that a person be brought immediately before a civil court to learn the reason for his imprisonment or detention.

Amending the Constitution. The methods by which the Constitution of the United States can be amended are more difficult than those of any other nation. An amendment may be proposed by a two-thirds vote of the two houses of Congress. An amendment may also be proposed at a national convention called by Congress at the request of the legislatures of two thirds of the states. In either case the amendment must be ratified by the legislatures of three fourths of the states or by special conventions in three fourths of the states.

The Unwritten Constitution. The Constitution alone gives us an incomplete knowledge of the operation of our government. To understand our governmental system completely, we must study the political customs and practices which are known as the "unwritten constitution."

For example, political parties were not provided for in the Constitution, but they are, nevertheless, among the most significant influences in the operation of the United States government. The part played by political parties in nominating the President is one instance of the importance they have assumed. Another body authorized by custom rather than by the Constitution is the President's cabinet. We find no mention of such a body in the Constitution, but it has become an extremely important institution of our government.

The Development of Political Parties. There were no political parties as we know them, before the Constitution was ratified. The Federalists and the Anti-

federalists were just coming into being. People disagreed with one another on important governmental questions, but there was no organization of those who favored some particular policy. For example, Jefferson was very much against a strong national



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Washington and His Cabinet
Washington, Knox, Hamilton, Jefferson, Randolph

government, and Hamilton was very much in favor of a strong national government. Both men urged their views, but neither was backed by any definite organization. Washington appointed both men to important offices in his cabinet.

Washington did not believe in political parties. He thought of any organization of that kind as a trouble-

some faction. He appointed both Jefferson and Hamilton to important offices in his cabinet. However, he was not able to get them to work together. Both men resigned several times, but Washington would not accept the resignation of either. Finally Jefferson began organizing his supporters. Washington decided that he could not have men holding opposite views on public questions in his administration. As he agreed with Hamilton rather than with Jefferson, he accepted Jefferson's resignation. Jefferson, freed from his obligations as a member of the government, organized our first active political party. It was called the Democratic-Republican party and later the Democratic party. The government leaders in power at the time favored a strong national government and were called Federalists.

The Uses of Political Parties. A political party may be defined as a voluntary organization whose members believe in certain principles and policies of government and who nominate and try to elect men to public office who will carry out these principles and policies. In our country, since Jefferson's organization, we have always had two major parties. One or the other has always controlled the government. Sometimes a major party dies out and is succeeded by a new party, as was the case between 1850 and 1860 when the Republican party replaced the Whigs as one of the major parties. The important work of a political party is the nomination and election of its candidates to public office and the selection of its own party leaders.

In a democracy political parties seem necessary. There is no other way that people can influence government except through organizations which elect the officials who carry out the policies of government. In an absolute monarchy or a dictatorship, parties are not necessary because the people have no voice in the government. In fact, a political party in opposition to such a government is considered treasonable, and its members are punished or driven out of the country. Sometimes by dishonest and unfair methods men get control of a political party in a city or state and use that control for private gain to themselves, their friends, and their supporters. These men are called bosses. They are interested in governmental contracts, the control of purchasing agents, and many kinds of petty graft. Such men are enemies of good government and a great handicap to the party to which they attach themselves. Too many such bosses will cause a party to die.

The Organization of Political Parties. Our political parties are highly organized working bodies. The national party organizations are based upon the party organizations in the states. In most states these organizations are now controlled by law and, therefore, are much alike. The important unit in the organization is the county or city committee. These committees are composed of representatives from the townships or wards. The chairman of the county or city committee is the leader of the party in the county or city. Each party has a state committee, usually composed of representatives from the congressional

districts of the state. The chairman of the state committee is the leader of the party in the state. In each state there is also a national committeeman and a national committeewoman. These representatives of the party, when called together by the national chairman, form the national committee of the party.

Such in brief is the organization of our two major political parties. The political party is the agency through which every citizen may express himself on the questions of government. Membership in a political party is the only practical way in which a citizen can have a voice in his government. That does not mean that he must vote for every man his party nominates for office. Sometimes a unit like a county or city is controlled by a politician who has the power to dictate who shall be nominated for the various offices. In such cases it becomes the duty of the good citizen to disregard the party ticket and vote for those who will make honest, efficient officers. New issues may arise. The party he has been connected with may take what he thinks is the wrong side on a new issue. If the issue is of great importance, it may become his duty to change parties in order that he may exert an influence for what he thinks is the right solution of the new question.

The Australian Ballot. One of the most important reforms required by party organizations was the ballot. At first the voter indicated by voice for which candidate he wished to vote, but later it was necessary to indicate on paper the choice between candidates. The *Australian ballot* is a form which has come

"A"

OFFICIAL BALLOT

If you desire to vote an entire party ticket for state, congressional, legislative and county offices make a cross (X) or other mark in the circle (O) under the party designation at the head of the ballot. If you desire to vote for particular persons without regard to party, mark in the square at the right of the name of the candidate for whom you desire to vote if it be there, or write any name that you wish to vote for, in the proper place.

DEMOCRAT	PROHIBITION	REPUBLICAN	SOCIALIST	INDEPENDENT
○	○	○	○	
For Governor— JOHN DOE ☐	For Governor— JOHN DOE ☐	For Governor— JOHN DOE ☐	For Governor— JOHN DOE ☐	For Governor—
Lieutenant Governor— JOHN DOE ☐	Lieutenant Governor— JOHN DOE ☐	Lieutenant Governor— JOHN DOE ☐	Lieutenant Governor— JOHN DOE ☐	Lieutenant Governor—
Secretary of State— JOHN DOE ☐	Secretary of State— JOHN DOE ☐	Secretary of State— JOHN DOE ☐	Secretary of State— JOHN DOE ☐	Secretary of State—
State Treasurer— JOHN DOE ☐	State Treasurer— JOHN DOE ☐	State Treasurer— JOHN DOE ☐	State Treasurer— JOHN DOE ☐	State Treasurer—
Attorney-General— JOHN DOE ☐	Attorney-General— JOHN DOE ☐	Attorney-General— JOHN DOE ☐	Attorney-General— JOHN DOE ☐	Attorney-General—
United States Senator— JOHN DOE ☐	United States Senator— JOHN DOE ☐	United States Senator— JOHN DOE ☐	United States Senator— JOHN DOE ☐	United States Senator—

A Sample Ballot

into use in most states. The names of all candidates of a party are printed in one column. This arrangement enables the voter to vote a straight party ticket by placing a mark at the top of a column under the heading of the voter's party.

Along with the Australian ballot came secret voting. Laws require polling places to be equipped with booths. The voter is given his ballot and goes into a booth alone, where he prepares it for the ballot box. Provisions are made for allowing election officials to mark the ballot of any voter who cannot mark his own.

Test and Study Exercises

Aids to Learning

1. Notice that the origins of our form of government go back to the time of ancient Athens.

2. Note that all government has grown out of attempts to solve common problems.

3. Observe that the division of powers between the national government and the states is an underlying principle of the Constitution.

Test Exercises

On a separate sheet of paper write the following sentences including the missing words.

1. The leading men of England forced their king to sign the _ _ _ _ _ _, or Great Charter, which gave them a voice in the affairs of government.

2. The _ _ _ _ _ _ _ _ _, organized in 1619 in Virginia, marks the beginning of representative government in America.

3. The early settlers of our country wanted freedom of _ _ _, _ _ _, and _ _ _ in their new home.

4. The United States was governed from 1781 to 1789 under the _ _ _ of _ _ _ .

5. The United States Constitution divides power between the _ _ _ government and the _ _ _ .

6. The Preamble to the Constitution indicates that the supreme authority lies with the _ _ _ .

7. Among the political practices of the "unwritten constitution" are the formation of _ _ _ _ _ _ .

8. In the _ _ _ _ _ _ the names of all candidates of a political party are printed in one column.

Suggested Activities

1. With the help of your librarian, locate magazine articles describing the last presidential election. Write in parallel columns the most important planks or principles in the party platforms of the Republicans and Democrats and decide which of these have been carried out thus far.

2. Locate the political addresses made by the successful candidate for the Presidency at the last presidential election. How far have these statements been adhered to by the President?

3. List the leading statesmen who favored the new Constitution in 1787; list those who opposed it.

4. Write a series of arguments for continuing the two-party system of elections for our national government.

5. *Group Activity:* With the help of your teacher, nominate and elect a class president, vice-president, and secetary. See that all voters have first registered. Use the Australian ballot.

CHAPTER XVIII

CITIZENS UNITED IN GOVERNMENT

PREPARATORY NOTE: One straw is easily broken. But try to break a broom! Those many weak straws, tightly bound together, have become strong. As one person in a world of 2,000,000,000, you are helpless. But as one citizen of the United States, you have approximately 150,000,000 fellow citizens to help you. Very few of these 150,000,000 even know you. Yet you can count on them. For they are united with you in a great nation. That which unites the citizens of our country is the government of the United States.

Two Ideals of Government. In 1830 the great orator and statesman Daniel Webster, in his "Reply to Hayne," closed with these words: "Liberty and Union, now and forever, one and inseparable." In that expression Webster combined the two great ideals of our national government. The development of each can be traced throughout our colonial history. Both were written into our national constitution at the time of the organization of our republic. These two great principles of union and liberty have furnished the issues around which the struggles of our development as a nation have taken place.

Union. The idea of union was not a matter of great importance to the early colonists. In the early period the settlements were widely separated, and the in-

habitants were few. Travel was difficult. To go from one colony to another was often a long and tiresome journey requiring many days. Settlements even within a single colony were often so far apart that the government of the colony was greatly handicapped. Under these circumstances the colonists were interested chiefly in the affairs of their local community or their own colony and cared little or nothing about distant colonies. Furthermore, the colonists were not all of similar background. They came from various countries of Europe and spoke different languages. They came to America for various reasons. Some came to find adventure. Some came to get rich. Others fled the tyrannical governments of Europe in order to find political freedom in America. Others came that they might enjoy here the religious freedom denied them in their former homeland.

Under such circumstances the idea of union developed slowly. It was encouraged only by necessity of one kind or another. Usually it was the necessity for defense against some outside force. The settlements along the frontier were open to attack by hostile Indians. Later, the French, aiding the Indians, threatened to hem in the English colonists between the mountains and the sea. Such dangers compelled the colonists to consider various means of defense. There are a number of instances of efforts to secure union among the colonies. These were important precedents for the development of a "more perfect union" under the Constitution of the United States. The attempts made to secure union were as follows:

1. *The New England Confederation* of 1643 was an organization of four New England colonies for the purpose of defense against the Indians.

2. *King James II's merger* of eight distinct colonial governments brought all New England, New York, and New Jersey under the rule of one governor in 1688. This union was a complete failure for two reasons. First, it abolished all colonial assemblies in the colonies affected; and, second, it did not provide for a new representative assembly of the united colonies.

3. *The Congress of Albany,* held in 1754, at which seven colonies were represented, made an attempt to unite the colonies. Benjamin Franklin wrote a constitution, which the congress adopted, providing for the union of the colonies. However, the constitution was rejected by the colonies because they thought it meant the loss of their liberty. The British government objected to it because they thought it provided too much liberty.

4. *The Stamp Act Congress* of 1765 brought together representatives from nine colonies to protest against the new tax. The colonists thought this tax interfered with the liberty of the colonies.

5. *The First Continental Congress* met in 1774, and twelve of the thirteen colonies were represented. The purpose of the Congress was to protest against British interference with the liberties of the colonies and to organize for resistance.

6. *The Second Continental Congress,* which formed our national government from 1775 to 1781, carried on the war in defense of the liberties of the colonies.

In 1776, in order to secure complete liberty, it declared the independence of the colonies and created a new nation, the United States of America.

7. *The Articles of Confederation* provided for a permanent union of the states in a confederation. It included a Congress, which became our national government from 1781 to 1789. This government failed because it was not able to protect the liberty and rights of individuals nor to preserve order. Without order there can be no liberty.

8. *The Constitution of the United States* and the government organized under it in 1789 marked the end of experimental unions and the beginning of the steady development and expansion of the Union under our government. In the Preamble of the Constitution the purpose is stated in these words: "We, the people of the United States, in order to form a more perfect union, ... and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

Liberty. The development of liberty, like that of union, was slow. It was achieved only through struggle and sacrifice. Magna Charta, which forced the king to give up some of his power and share the rule of England with his nobles, did not grant liberty to the common citizens. It did not give the common citizens a voice in the affairs of their government. It did not establish representative government. It was but one step in the long struggle for freedom. The first to receive the blessings of Magna Charta were the nobles. Later and much more slowly the other classes

in England obtained the right of governing themselves.

Here in America, too, liberty had to be fought for. Here, too, the growth of liberty was slow. But in a new land, without the weight and force of tradition to hold it back, it could develop faster than in England. The colonists, being for the most part farmers, craftsmen, merchants, and traders, developed a tradition of equality. Those who lacked opportunity in the older settlements could go beyond the frontier and develop new lands. Conditions such as these created a feeling of equality and a spirit of independence and helped in establishing the principle of liberty.

Some of the important steps in securing and preserving our liberty follow.

1. *The charter of the London Company*, which granted the company permission to found a colony in America, contains the statement that the colonists were entitled "to all liberties, franchises, and immunities of British subjects." While this statement may have been of little practical value to the colonists at Jamestown, it became valuable later as having established the theory that all English colonists enjoyed all the "rights and liberties of Englishmen." Included in the constitutional rights and liberties were the rights expressed in the Magna Charta, to which reference has already been made.

2. *Representative colonial assemblies* were established, with power to make local laws. The first was the House of Burgesses in Virginia in 1619. This was followed within a decade by representative assemblies

in the Plymouth and the Massachusetts Bay colonies. Long before the Revolutionary War all the colonies had representative assemblies.

3. Penn's *Frame of Government* was the constitution which he granted the people of his colony. As proprietor in Pennsylvania, Penn had very large powers of government given him by the king. The Frame of Government was the first constitution to provide for its own amendment by representatives of the people. In this way the people, through the action of their representative assembly, could change the organization of their government and provide for such liberties as seemed best to them. It was a long step toward securing liberty.

4. *The Declaration of Independence* summarized the natural rights and liberties of man. This was probably the greatest single step in the development of our liberties. Since it was necessary to fight for the liberty set forth in this famous declaration, union and liberty were inseparable during the Revolutionary War.

5. *The first ten amendments to the Constitution* became our national "Bill of Rights." They were a great advance in making our liberties permanent. The framers of the Constitution promised in advance to make these amendments, and in this way they were able to secure its ratification. Thus union and liberty again proved to be inseparable.

Our Federal Union. The organization of the national government in 1789 represents the final stage of development of our country from thirteen separate colonies into one united nation. In the federal govern-

ment as organized under the Constitution there was a very careful separation of all the powers of government between the national government and the state governments. This separation of powers was made by granting to the national government certain powers enumerated. Those not enumerated, unless specifically denied to the states, were reserved to the states. There was much discussion of the meaning and extent of certain of these grants of power in our early history.

The expansion of the United States began almost immediately after the organization of the government. Three states were admitted during Washington's administration. In 1803 the Jefferson administration more than doubled the area of the United States by the purchase of Louisiana Territory from France. Since then other territory has been added to the United States by treaty, by conquest, and by purchase. This territory has been organized as states and admitted to the Union so that the United States today comprises forty-eight states besides Alaska and certain insular territories and possessions. So great has our expansion been that we now have a population of nearly one hundred fifty million and an area of over three million square miles.

State and National Governments. The Union has been greatly strengthened by this expansion and by the action of the national government in dealing with serious problems. These problems cover a wide range of topics extending from taxation and banking during Washington's time to international relations and so-

cial security at the present time. Probably the greatest single step in preserving the Union was the solution of the question whether a state had the right to secede. The War between the States and the constitutional changes introduced by the Fourteenth Amendment settled this question once and for all.

The states and the national government have co-operated well in doing the increasing amount of governmental work required by modern conditions. Yet it is very difficult to distinguish between co-operation between the state and federal governments and the centralization of power in the hands of the national government. Sometimes the effort to solve a problem or to carry out a plan begins with co-operation and ends in centralization.

Test and Study Exercises

Aids to Learning

1. Remember that the two ideals upon which our national government is based are union and liberty.

2. Notice that the Constitution of the United States provides for a careful separation of powers between the national government and the state governments.

Test Exercises

On a separate sheet of paper write the following sentences including the missing words.

1. The _ _ _ _ _ _ _ _ _ was an organization of four New England colonies.

2. The _ _ _ _ _ _ _ _ _ brought together representatives to protest against a new tax.

3. The _ _ _ _ _ _ _ _ _, for which Benjamin Franklin prepared a constitution, was held in 1754.

4. The _ _ _ _ _ _ _ _ _ formed our national government from 1775 to 1781.

5. The _ _ _ _ _ _ _ _ _, which provided for a permanent union of the states, was not satisfactory as a plan of government.

6. The _ _ _ _ _ _ _ _ _ met in 1774 to protest against British interference with liberties of the colonies.

7. Penn's _ _ _ _ _ _ _ _ _ was the constitution that he granted to the people of Pennsylvania.

8. The first ten amendments to the Constitution became known as our _ _ _ _ _ _ _ _ _.

Suggested Activities

1. Read a biography of Daniel Webster or read about him in *The World Book Encyclopedia* or *Compton's Pictured Encyclopedia* or some other reference work. Then make a report to the class.

2. Memorize the Preamble of the Constitution of the United States and be prepared to recite it to the class.

3. Study the first ten amendments to the Constitution. With the help of your teacher, prepare a summary and read it to the class.

4. Our territories of Alaska and Hawaii are applying for statehood. Try to find out what steps are necessary before a territory attains statehood.

CHAPTER XIX

HOW YOUR GOVERNMENT IS FINANCED

PREPARATORY NOTE: During the depression years of the thirties the national debt kept climbing higher and higher. By 1939 it had reached forty billions. Many people said it could not go much higher without danger of national bankruptcy. Then came the Second World War, and the national indebtness increased by leaps and bounds: seventy-five, one hundred, one hundred fifty, two hundred, two hundred fifty billions. And still the country survived. How was this possible? The answer, of course, is that the United States is a very wealthy land. We must not imagine, however, that such spending can go on indefinitely or that we do not feel it. The high taxes all of us are now paying are the result of the huge expenditures of government over the past years.

Incoming Money. The finances of the government, whether local, state, or national, will be discussed here under three headings: incoming money, outgoing money, and the management of public funds.

Governments have many sources of income. The most important sources are taxes, fees, licenses, fines, and loans. There are many other minor sources of income, but of all sources of income for government maintenance, taxes are the most important.

Taxes. A tax is a required payment to the government by a person or group of persons for the purpose

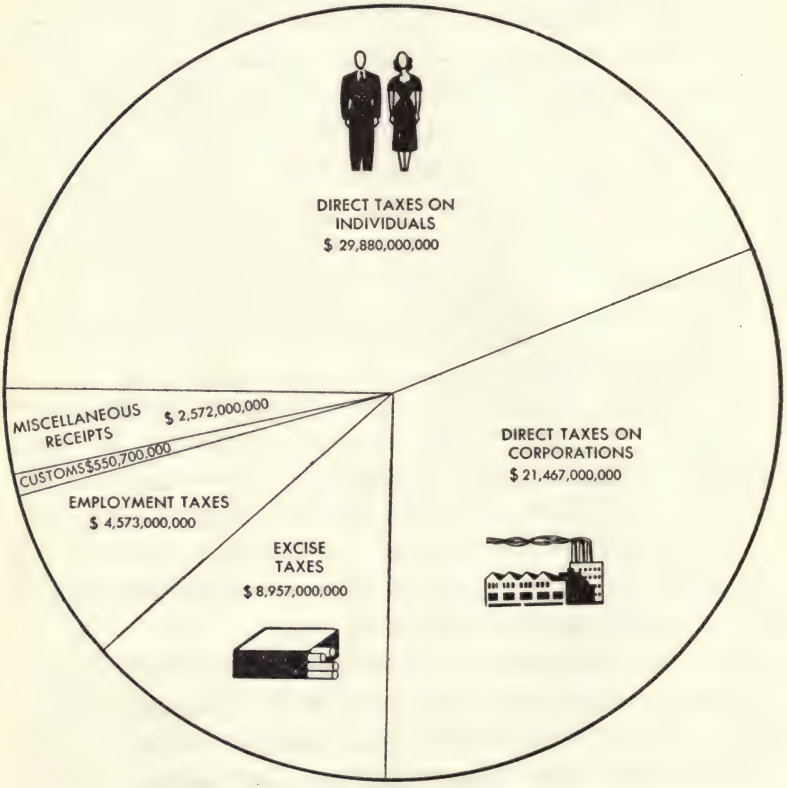
of contributing to the maintenance and operation of the government.

From the beginning of our government to the War between the States, our national income came mostly from tariff duties, or *customs,* on imported goods. From the War between the States to the First World War, the chief sources of our national income shifted, although during the first twenty years of that period, customs were still an important source. Taxes or *excises* were placed on products like liquor and tobacco produced in this country. The income thus collected is known as *internal revenue.* Since the Sixteenth Amendment was adopted, in 1913, the *income tax,* a tax on earnings, has supplied an even larger part of our national income.

An income tax is a tax amounting to a certain percentage of a person's net receipts during a specified period of time, usually a year. It is considered one of the fairest taxes because the greatest burden falls upon those best able to pay. In recent years it has been adopted by most of the state governments as well as by the national government.

The total income of our national government in 1952 was approximately sixty-eight billion dollars. About 75 per cent of this amount came from taxes on incomes of individuals and corporations. The balance of national income came from excise taxes, customs, miscellaneous internal revenue, charges for public service, various fees and fines, and income from the sale of government property. The social security tax contributes a considerable amount to the national income.

Some of these sources of income are also used by the state or local governments. The graph below indicates the largest sources of contribution to the national income.



Federal Income for 1952

General *property taxes* for many years constituted a major source of all state and local revenue. A few states have substituted a sales tax and an income tax

for the general property tax. Property taxes are taxes on real estate or on personal property. Real estate consists of land, buildings, such as a house, barn, or store, and any other permanent improvements on the land. It is not movable property as a rule. Personal property consists of such items as furniture, cattle, automobiles, stocks, and bonds. It is moveable property. The rate of the general property tax varies from a few cents on each hundred dollars' worth of property in some rural communities to several dollars on the same amount of property in some cities. Special property taxes include inheritance taxes, which are paid when a person receives money from some relative or friend who has died, and also taxes on stocks, bonds, and mortgages.

Corporation taxes are large amounts of money collected by the government from taxes on industrial earnings. The federal income includes taxes on the earnings of telephone, telegraph, express, mining, oil, railway, insurance, and manufacturing companies. The state income includes taxes on corporations for their privilege of engaging in business within the state and also taxes on the earnings of public service enterprises such as docks and wharves, ferries, toll bridges, canals, irrigation systems, and land settlements. The city income includes taxes on water, gas, electric systems, markets, cemeteries, and many others.

Sales taxes are taxes levied on various kinds of sales. More than half of the states have enacted a general sales tax of 2 or 3 per cent of the total sales of every retail merchant. A tax on each gallon of gaso-

line sold for use in automobiles is assessed by all of the states.

Fees, Licenses, and Fines. A fee is a payment by a person to the government either in return for some service rendered by the government or in connection with a government service rendered for the common good of all. For example, the recording of a deed indicating transfer of property requires the payment of a fee to the county government.

A license is a privilege granted by the government that permits one to engage in a certain business or to perform a certain act. For example, a merchant obtains a license from the city to operate his store. Other types of licenses are hunting, fishing, and automobile licenses, obtained from the state government, and marriage licenses obtained from the county government. For granting such a privilege, the government receives a sum of money. The government also receives rent for public school lands and public works owned by the city or state which are rented and operated by private persons.

Fines are collected by the government as penalties for various offenses.

Loans. In times of peace and normal prosperity the government's funds from ordinary taxes are sufficient. In times of war, however, or during any other special or unexpected emergency, it may be necessary for the government to borrow money. The First and Second World Wars are examples of this. When the government borrows money, it gives the lender bonds. After a certain number of years the money is paid

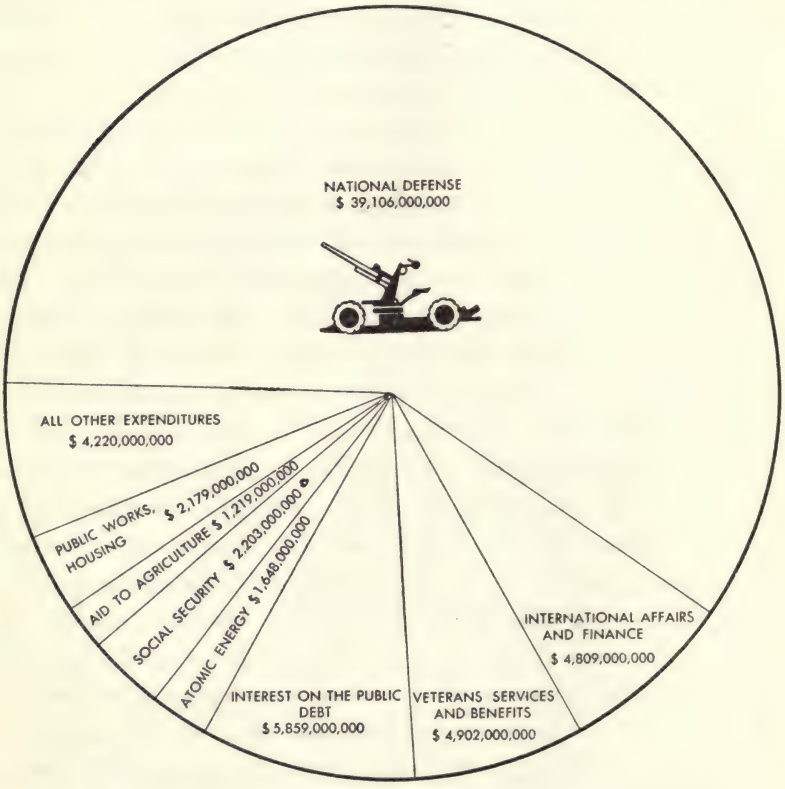
back with interest. Because of the strength of our country, government bonds are among the safest kinds of bonds.

Local governments also may, and often do, borrow money by selling bonds. When a water system is to be installed in a city, or when state highways are to be constructed, or when a county sanitarium is to be built, money is usually borrowed.

Such borrowing by the government—whether local, state, or national—is justifiable only when the money borrowed is put to a use that will provide permanent good. It must be remembered that money borrowed by the government can be paid back only from the government's income in later years. Therefore, money borrowed for use today will be paid by the taxpayers of tomorrow. It is only fair that they should receive benefit from their tax money.

Need for Taxation. An enormous amount of money is needed to maintain and operate a government as vast as ours. Thousands of officials must be paid for their services. Problems of road building and maintenance, provisions for education, protection from criminals, and many other problems must be solved by our government. The money required for such expenditures must be raised for the most part by taxation. It is right for citizens to demand that public funds be raised economically and spent wisely. Paying taxes is a patriotic duty which is more willingly performed when each person knows that he is paying his just share toward the support of his government.

Outgoing Money. The total cost of government in the United States in 1949—a comparatively "normal" year—exceeded sixty-three billion dollars. About two thirds of this was spent for national government. The



Federal Expenses for 1952

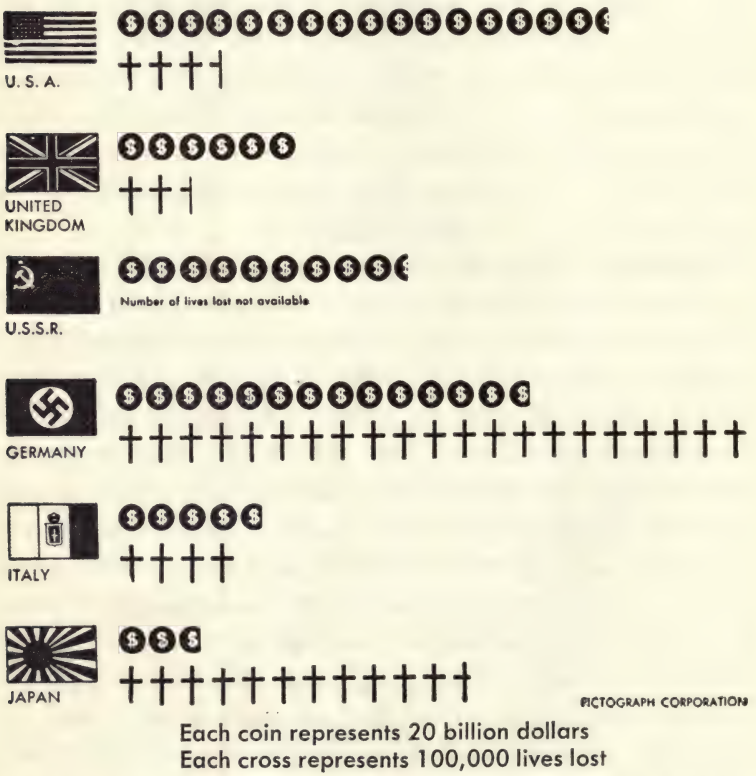
remainder was almost equally divided between state and local governments. Some of the main items of government expense are given on the following pages.

National Defense and Past Wars. National defense consumed nearly twelve billion dollars of the total national budget of approximately forty billion dollars in 1949. In adition, six and a half billions were spent for veterans' services and benefits. Interest on the public debt, a large part of which is the result of past wars, amounted to more than five billions. During one year (1952) of the Korean War, our military expenditures amounted to thirty-nine billion dollars. This was a relatively small amount compared to our expenditures in the Second World War. The pictograph on page 268 shows the cost of this stupendous war to the United States as well as to each of the other major powers.

Education. Most of the money expended for public education comes from local and state governments. The federal government, however, has been appropriating more money to the states in recent years to help reduce illiteracy and to provide to some extent for vocational education. The American people spend more money for education than do any other people on earth. That is one of the reasons for the rapid development and growth of the United States. The great cost of education is a necessity in a democracy, since an uneducated people cannot rule themselves wisely and successfully. The people of the United States realize that money spent for education is a good investment. Over seven billion dollars is spent for public school education each year.

Highways and Waterways. Money expended for highways in this country comes from local, state, and

national governments. Several national highways extend from coast to coast. Many state highways have been constructed by the different states. Counties and cities are paving roads and meeting the expense involved with money from their own treasuries. There



has also been improvement and development of waterways. The most important inland waterways today are the Great Lakes-St. Lawrence system and the

Mississippi River system. These are connected at Chicago through the Illinois Waterway — a system of rivers and canals from Lake Michigan to the Mississippi River. Over a billion dollars is spent every year on highways and waterways.

Protection of Life and Property. The money used for the protection of life and property comes from local, state, and national taxation. The expenditures include not only the wages paid to policemen and firemen and all equipment necessary for police and fire departments but also numerous other items. In fact, the money expended for equipment and wages barely begins to cover the expenditures resulting from lawlessness. Among the costs of a trial, for example, are such items as feeding the criminal before, during, and after the trial, judges' salaries, and jurymen's wages and housing. Not only the community but also the individual suffers because of loss of life and property resulting from lawlessness. The total cost of crime in the United States for one year is estimated at fifteen billion dollars. This is a great deal more money than is spent for health and sanitation and far more than is spent for hospitals, asylums, sanitariums, and similar institutions.

Health and Sanitation. Many departments of government are spending money to improve health conditions. This money is being well spent. In the field of medicine today greater effort is being made to prevent disease. Through legislation dealing with the working conditions of women and children, the inspection of factories, the use of safety devices in

mines and mills, the quarantining of disease, and the inspection of food, health conditions have been greatly improved.

Recreation facilities financed by public money provide an important element in improving health conditions throughout the country. The American people are realizing the value of play. Park systems and public playgrounds are maintained almost everywhere.

Hospitals and sanitariums are necessary and must be provided for. They include general hospitals as well as special hospitals such as those for the care of tuberculosis or contagious diseases, those for the mentally sick, those for cripples, and those for children. The state government carries the greatest burden for the support of hospitals, but the local and national governments are also concerned. Since the First and Second World War our nation has supported hospitals to care for the disabled soldiers of those wars. This is indeed a worthy cause.

Salaries of Government Officials. Every unit of government must pay its officials and employees. This is a considerable item of expense. The great army of government employees ranges in position and salary from the street sweeper or garbage collector of the small village, working for a few hundred dollars a year, to the President of the United States, who receives an annual salary of one hundred thousand dollars.

Public Debt. Practically every unit of government has had a public debt at one time or another. A large

part of the national debt is due to war. In 1916, before our entry into the First World War, the national debt was one and a quarter billion dollars. By 1919 it had risen to twenty-five and a half billions. By 1930 it had been reduced to approximately sixteen billions.



In 1953, as a result of the Second World War and the war in Korea, it had reached the staggering figure of two hundred sixty-seven and a half billions. This immense national debt is beyond our ability to comprehend unless we break it down into each person's share. As the pictograph shows, each person's share increased from about $15 in 1916 to about $1665 in 1952.

State governments also have public debts, due to borrowing money for public improvements such as highways and waterways. The total debt of all the states is more than six billion dollars.

Like the national and state governments, city and county governments make public improvements and borrow money to pay for them. Whenever money is borrowed, bonds are sold. Interest must be paid by the government just as by an individual who borrows money. The payment of interest is usually extended over a long period of years. The total of local debts is much larger than the total of all of the state debts.

Management of Public Funds. The misuse of public money reached its high point some years ago in city governments. When reform became a necessity, students of public finance proposed a plan known as the budget system. A budget, as you learned on page 41, is an estimate of probable expenses arranged item by item, with an estimate of probable income to meet these expenses. As the greatest abuses in spending public money developed in city government, so the first reforms in government finance came in cities. Better methods of accounting were adopted, and budgets were introduced. The rapidly increasing expenditures by national and state governments brought about the introduction of the budget system in these governments, too.

Test and Study Exercises

Aids to Learning

1. Note the increasing importance attached to the income tax as a source of government revenue.

2. The use of a budget has been found necessary as a control for wise expenditures.

Test Exercises

Match each item in the left-hand column with the item in the right-hand column that best completes the sense. Place the numbers of the two items on a separate sheet of paper.

1. The income tax	1. are found in more than half of the states.
2. A budget	2. was about sixty-eight billion dollars in 1952.
3. Local governmental debts	3. is approximately two hundred sixty-five billion dollars.
4. Sales taxes	4. is an important source of governmental income.
5. Our present national debt	5. is an itemized estimate of probable income and expense.
6. The total income of the national government	6. are much larger in total than state debts.

Suggested Activities

1. Inquire about the taxing system in your community. Find out how much money is turned over for public education and what portion of the total local tax is spent for education.

2. Compile a list of the kinds of taxes which your own family has paid during the past year. Were they paid to the local, state, or federal government?

3. *Group Activity:* With the help of your teacher, arrange a discussion on the relative merits of the property and sales taxes.

4. *Group Activity:* The teacher may appoint several pupils to inquire about the tax rate used in your community for real-estate taxes. Is the assessed value the same as that for which you would be willing to sell your property?

CHAPTER XX

HOW YOUR GOVERNMENT IS UPHELD

PREPARATORY NOTE: The confidence and trust we have in our country and its ideals may be summed up in "The American's Creed," written in 1917 by William Tyler Page and accepted the following year by the House of Representatives in behalf of the American people:

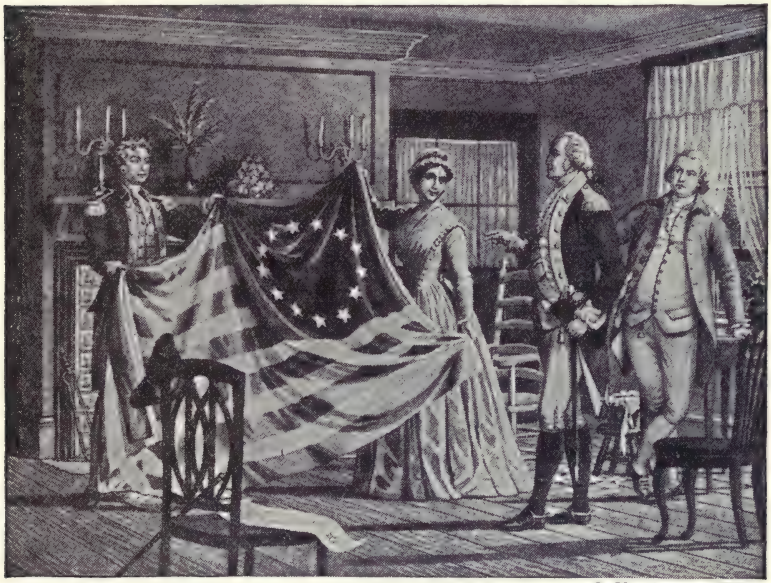
"I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

"I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies."

American Ideals. American ideals are dramatically expressed by the pledge to the flag: "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands; one nation under God, indivisible, with liberty and justice for all."

The flag is used here as a symbol of the government of the United States. In pledging allegiance to it, the citizen promises to do his duty to all his fellow countrymen, not merely to those who are his friends; he

promises to do his part to keep his country up to the highest standards of achievement and not to let its officers stoop to wrong; he vows that he will be unselfish in his citizenship and not seek that which will benefit him alone.



© *Kaufmann, Fabry*

Washington Sees Betsy Ross' Flag

Our Flag. The first American flag is said to have been made by Betsy Ross in Philadelphia at the request of General George Washington. This flag was authorized by the Continental Congress on June 14, 1777, as the flag of our country. Accordingly, June 14th is celebrated as Flag Day. Our flag is known as the "Star-Spangled Banner," "Old Glory," or the

"Red, White, and Blue." The thirteen stripes stand for the original thirteen colonies that banded together to fight for freedom and democracy. The stars represent the states in the Union. As each new state entered the Union, a star was added until today the blue field of the flag contains forty-eight stars.

The flag of the United States is older than the national standards, in their present form, of most other countries. It is older than the Union Jack of Great Britain or the Tricolor of France. The present flags of only a few countries are older: Denmark's, which was adopted in 1219; Portugal's, which was adopted in 1252; Switzerland's, which was adopted in 1480; and The Netherlands', which was adopted in 1650.

All civilized countries have emblems or flags to represent them. When we look upon a flag, we think of the history and growth of the country it represents. The flag stands for the principles of a country. We admire, respect, and love a country for its principles. The flag of a nation represents every individual who loves and works for that flag. Your nation's flag represents every individual who has contributed to your country in the past. It will continue, in the future, to represent each of those individuals. By your work and life you help to make your flag, and thus your country, honored and respected the world over.

Patriotism. It is not enough to repeat a pledge or a creed. You must believe in it and live up to its ideals. Merely to display the flag on national holidays or to salute it, is not patriotism. To become excited when the band goes marching by, playing the national an-

them, is only a part of patriotism. To be patriotic, you must obey your country's laws, whether you approve of them or not. Being patriotic only when the band is playing is like loving your family only when they provide you with a good time. The real test of love for country and affection for family comes in the common, everyday experiences, both pleasant and unpleasant.

Patriotism means generosity. It means courage in the face of difficulties, loyalty to truth, and sympathy for your fellow men. These, with a love of country and a spirit of service constitute real patriotism.

Patriotism is not a wartime emotion. The true patriot hates war because war destroys the things for which he works. Unfortunately, there have been times in the past when war was resorted to; when war seemed the only means of upholding the principles for which our forefathers stood and which had become a vital part of our national spirit.

To be a truly patriotic citizen, you must do your part in aiding your government to maintain and to promote its ideals. When these ideals have been carried and developed far enough, perhaps we can do away with the barbaric method of settling disputes that we call war. You owe it to those who will come after you to pass on to them a government as good as, and if possible, even better than, the one given to you.

Freedom. To say that the people of the United States have freedom does not mean that a person here can do as he pleases under any or all conditions. If

this were true, many individuals would choose to do things that would interfere with the freedom of others. We must define freedom as that condition which allows equal opportunities for all. As long as the laws are not violated, you are free to do as you wish. If you choose to violate the law, you are taking freedom away from someone else, and the law must take steps to enforce freedom for all.

You can see then that freedom involves self-control. You must control yourself to the point of not interfering with other people's freedom. If you fail to do this, your government will have to exercise control and force you to abide by the law. It is the same in life as in games. There are rules in all group games about interfering with other players. These rules are necessary because some people pay too little attention to the rights of others. The rules protect those who want to see fair treatment for all.

No other country could sing with so much truth politically,

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing.

The very foundation of our country was built upon freedom of religion. Written into the Constitution is the guarantee that we shall always be free to worship as we choose. Freedom of the press and freedom of speech are likewise guaranteed by the Constitution. Liberal postal laws have favored extensive circulation of magazines and newspapers. Political discussion has always been unrestricted. The people's govern-

ment has not been afraid to let the people know too much.

Public Education. The march of civilization has been steadily in the direction of universal education, and the United States has taken a leading place in this advance. Universal, free, public education has been the ideal in the United States. National, state, and local governments are all concerned with the promotion of free education. This education is for all, irrespective of wealth, sex, race, nationality, or any other mark of difference.

The cost of public education in the United States is considerable, requiring from one third to one half of all money raised by local taxation. Although in European countries today elementary schools are free to nearly all citizens, nowhere outside the United States has the attempt been made to furnish free high-school and college education to everyone. "It costs too much" or "We should have too many educated people," other countries seem to say. We in America think such ideas are wrong, as we have shown by our own school system.

The Right to Life. The Declaration of Independence mentions as among the unalienable rights of mankind the rights to "life, liberty, and the pursuit of happiness." To enjoy these rights is a just demand and a rightful expectation of every citizen of the United States. To guarantee these rights is the chief duty of national, state, and local government.

The Constitution of the United States guarantees the right of protection of life, liberty, and property

to all law-abiding citizens. The government provides this protection through the police, the state militia, and the armed forces of the nation. Whether at home or abroad, citizens can expect protection from the government as long as they do not endanger themselves with unwise, illegal, or unreasonable acts. A person guilty of crime, however, forfeits all claim to protection. The government may deprive him of his property, put him in prison and even take his life, if the courts so decide. But until he has had a fair trial, the prisoner must be protected. Many policemen have risked and lost their lives protecting a man accused of crime from the fury of the mob.

The right to personal security means that you shall have protection against bodily harm, burglary, death, and even threatening statements. If bodily harm is threatened, you have the right of self-defense. If a burglar breaks into your home, you are legally justified in defending your family and yourself. If anyone threatens harm or injury, you may have such a person brought before a court to give guarantees that he will remain within the law.

The Right to Liberty. Your most valuable right as an American citizen, next to life itself, is your right to liberty. You may move about from place to place without hindrance. You may establish a residence wherever you choose and engage in whatever lawful occupation you wish. You may accumulate wealth and own property. You may defend yourself against unjust imprisonment by means of a writ of *habeas corpus.*

Of the rights and freedoms guaranteed by the Constitution, religious freedom is one of the greatest. You have the right to worship God according to your own conscience. You are free to choose your own church and to pay toward its support as you see fit.

Freedom of speech means that as a citizen you are free to speak and write upon any subject as long as you do not violate the laws of libel[1] or slander.[2] The government defends your reputation as well as your property.

Freedom of the press means that as a citizen you are free to have your views printed and published provided only that the laws are not violated. A person who publishes false and malicious statements about his neighbor commits the crime of libel, for which he may be punished by the government.

The right of assembly means that citizens are free to assemble and to discuss freely and fully any questions or issues worthy of discussion, as long as the public meetings are conducted in an orderly manner and without lawlessness.

The right of petition means that as a citizen you are free to express your desires and wants to any officer of the government. If you think a certain law should be passed, or if you think it should be repealed, you may ask your representative to try to accomplish this.

The Right to the Pursuit of Happiness. The highest ambition in life perhaps is to attain happiness. Hap-

[1] **libel.** An unjust publication exposing another to public contempt.
[2] **slander.** A report circulated with malice, to injure another's reputation.

piness does not consist of riches obtained at any price or of luxuries but rather of a full appreciation and enjoyment of all that is beautiful and just—a full and well-rounded life.

Something that may help you gain happiness is to have a permanent place to dwell and call your own—a home. That which makes a home more peaceful is security against fire, burglary, and seizure. This security is furnished you by your government.

Another thing that will help you gain happiness is to be assured that you will obtain justice from the government. To "establish justice," is mentioned in the Preamble as one of the purposes in setting up the Constitution. It is further stated that no person shall be "deprived of life, liberty, or property, without due process of law."

Political Privileges. As a rule, a citizen over twenty-one years of age may vote and hold office. These two privileges are known as political privileges. Citizenship means membership in a governmental organization. The organization may be large or small. For our discussion here, we are thinking of citizenship as membership in an organization such as the city, the county, the state, or the nation. Citizenship is granted to a person who was born here and who has continued to live here even though his parents are of foreign birth. It is also granted to persons born of American parents living abroad provided the parents return later to live in the United States. If they do not, the child must decide, when he becomes of age, of which country he wishes to become a citizen.

Persons born in a foreign country may become citizens of the United States through naturalization. There have been times when the United States extended citizenship to a large group of people in a body, as, for example, upon the annexation of a territory. This procedure was followed in the case of Louisiana Territory, Texas, Alaska, and Hawaii. Indians born within the United States were admitted to citizenship in 1924.

Exercise of the privilege of voting is called suffrage. Voters are called *electors* because they elect officers to represent them. Each state regulates the voting laws for the citizens within its own state. There are two principal restrictions with regard to voting. These are age and residence. In most states a citizen of sound mind and good character may vote provided he or she is at least twenty-one years of age (eighteen in Georgia) and provided he or she has lived the required length of time in the city, county, and state in which he or she resides. The residence requirement for voting varies in the several states from six months to two years in the state and from ten days to twelve months in the county or city.

All states require the voter to be a citizen of the United States, and some of them require him to have paid a tax. In some cases this is a poll tax;[3] in others it is a general property tax. However, the property and tax-paying qualifications have, for the most part, been abandoned. Some states have set up such require-

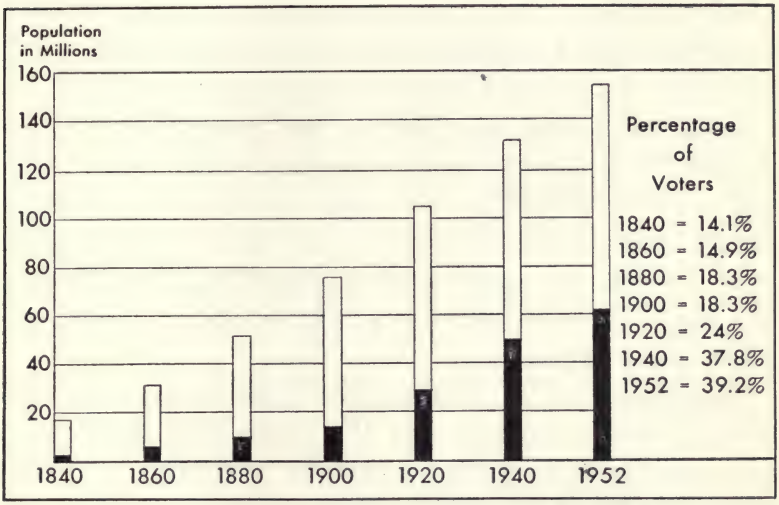
[3] **poll tax.** A uniform tax of a given amount for each person over a given age.

ments as the ability to read and write. The ability to read is certainly necessary before problems of government can be understood. Also, there can be no intelligent voting if the voter cannot read or write. More states are coming to realize this fact. A detailed account of requirements for voting will be found in the appendix, on pages 487-493. The illustration on page 248 shows the ballot form in general use in one of the states.

Citizens Not All Voters. While all people born in the United States, or naturalized here, are citizens, only about 60 per cent of the population of the United States are eligible to vote, and less than two thirds of these actually choose to vote at any election. It is very unfortunate that so many qualified citizens fail to exercise this most important privilege. The accompanying graph shows the percentage of the total population that actually voted at several of the presidential elections. Boys and girls under twenty-one years of age (eighteen in Georgia) are not entitled to vote because they are not considered mature enough in judgment and experience to share in government regulations. Others not entitled to vote are aliens, prisoners, and, in some states, those people in institutions supported by the local, state, or national government.

The voters in a democracy control and direct the government. They do this by electing representatives, who in turn appoint others to help carry out the wishes of the people. The officials selected by the people usually determine the policy and plan its ex-

ecution, while minor officials, appointed by them, carry out the plans and do the actual work.



Total Population and Portion Voting at Certain Elections

There are only two offices in the United States that a naturalized citizen may not hold: the Presidency and the Vice-Presidency of the United States. Any other office may be held by any citizen in good standing if his other qualifications are satisfactory, whether he was born in this country or was naturalized.

Your Duties and Obligations. Your first duty as a citizen is to know your country and its laws. This does not mean that you should try to learn every law in detail; that would be impossible. It does mean, however, that you should know the spirit of the laws in order that you may have a definite idea of right and

wrong. With this knowledge you will be able to conduct yourself properly.

In order to uphold the government of your country, you must know what that government expects of you. In a democratic government such as ours, you are expected to keep informed on public questions and issues so that you can act as an intelligent citizen should. You must know the needs of your community and of your fellow men so that you may serve them wisely and sincerely. You should seek with an open mind to find out what is happening today and work for whatever will do the greatest good for the greatest number of people.

Co-operation. If you expect your government to guarantee life, liberty, and the pursuit of happiness, you must be willing to co-operate with your government. To know the law is not enough; you must be willing to obey the law. Laws are not passed for the purpose of withholding privileges from you; they are made in order that your actions may be guided into the right channels.

If you are tempted to overlook some rule or regulation, think of your fellow citizen. Is it fair to him for you to speed recklessly down the highway? Is it fair to him for you to drive through an intersection when the traffic signal tells you to stop? Our busy life today demands that we work together. It is to your benefit to co-operate with your fellow citizens in obeying the laws of your nation.

Helping Others to Obey the Law. Have you ever tried to influence someone to do the right thing when

the wrong thing was about to be done? Did you ever try to show a boy or girl who was about to stay away from school his responsibility for being in school? Did you ever help another student resist the temptation to take something that did not belong to him? Your actions in such a situation can show the other pupil the citizen's responsibility of playing fair and square in all matters and the seriousness of even minor dishonest acts. It is surprising, sometimes, how a few words may change a person's outlook on life, encourage him, and give him more self-respect.

Love and Honor for Your Country. Singing our national anthem, studying the Constitution, saluting the flag — these, if they are carried out with sincerity, may show love and honor for our nation; but they are only outward expressions. To honor your nation truly and to show your love for her ideals, you must prove your loyalty to those ideals. Carrying out the ordinary duties of citizenship are worth far more than applause at the display of the nation's military might.

Young citizens have as much opportunity to prove their loyalty as do older ones. Your state and community have invested about a thousand dollars on the average on each pupil completing a twelve-year course in the public schools. Your state and local governments expend this money in order that you may be better prepared to serve your nation when you are out of school. You can show your loyalty by doing your best while you are in school in order that you may be prepared to face the demands the future will make of you.

Test and Study Exercises

Aids to Learning

1. Remember that patriotism is to believe in your country, to live up to its ideals, to support it at all cost, and to serve it in every way.

2. Note that considerably fewer than half the citizens of the United States actually vote at an election.

3. It is important to know that the rights to life, liberty, and the pursuit of happiness, made in the Declaration of Independence, have been upheld by the Constitution of the United States.

Test Exercises

1. List the most important liberties which you enjoy in this country. Which of these are not available to boys and girls in countries under a dictatorship?

2. What is the meaning of the stars and the stripes in our national flag?

3. (*a*) What rights are guaranteed to citizens by the Declaration of Independence? (*b*) What do you understand each of these rights to mean?

4. To what extent must every citizen know the law?

5. What qualifications should a state require to secure the best type of electors among its citizens?

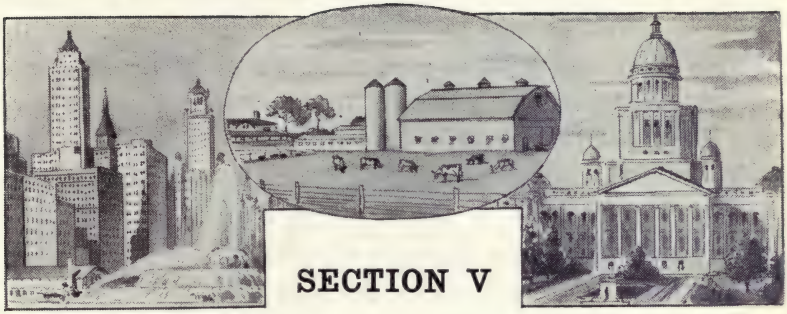
Suggested Activities

1. Study as many patriotic songs as you can. Select two or three that you consider suitable and bring them to class.

2. With the help of your librarian, locate articles in recent magazines describing the system of education in other countries. What opportunities do you possess which are denied to the children of these countries?

3. Look up the qualifications for voting in your state. Are there requirements as to payment of taxes; length of residence in the state, county, or town; education; registration; age?

4. *Group Activity:* The teacher may appoint a committee to inquire of your local health department about regulations concerning vaccination and quarantine as preventive health measures. Do these interfere with your rights as citizens?



SECTION V

ILLINOIS CITIZENS AND THEIR GOVERNMENTS

If one of your school mates asks you where you live you probably reply by giving the name of your street. However, if you were visiting in another city or village and were asked the same question, you would probably give the name of your own city. If you were visiting in a distant state, and were asked where you live, you would probably reply that you lived in Illinois, for Illinois is your home just as surely as is the house in which you live.

Just as you are one of the family which lives in your home, so you are one of the people who live in Illinois. At the same time, you are an American. In your family group you have rules and standards of conduct which you are expected to follow. As an American and a resident of Illinois you have rules or laws which you are expected to follow or obey. As a member of your family you receive certain benefits and services. You also have certain responsibilities and duties.

As an American, and a resident of Illinois you also receive benefits and have responsibilities and duties.

Not only are you one of the group of people who live in Illinois, but you are, at the same time, one of the group of people who live in your county. You are also one of other groups. You live in a school district, and you may live in a township, a village or a city. There may be other groups of which you are a part, depending upon where in Illinois you live.

As a member of these groups a citizen of Illinois has definite governmental responsibilities and receives definite benefits. Soon you will have to assume these responsibilities and, not only share the benefits, but also help pay for them. The chapters in this section will help you prepare for these duties and responsibilities of Illinois citizenship. You will learn how the state of Illinois was built from part of a wild, trackless land. You will find out how, in our state constitution, the people of Illinois established the plan for state and local governments under which we live. You will learn about the organization of these governments, and about our public offices. You will discover how we select our public officials and will see how the voter in the local voting precinct acts to govern himself in the various units of government under which he lives. The services of government will be described briefly, and you will learn something about how these services are paid for. In conclusion you will survey briefly the resources of our state and see the opportunities for living which await you when you become a full fledged citizen of Illinois.

CHAPTER XXI

EARLY HISTORY OF ILLINOIS

PREPARATORY NOTE: You enjoy having your parents tell you about things that happened around your home when you were small. If your grandparents lived in the same home, it would be even more interesting for you to hear from them about things that happened when they were growing up.

Of course, there is no one now living who can tell us about the early days in our home state, Illinois, but in this chapter you will read a brief account of how our state was built. You will learn something about the people who helped build it. You will learn about some of the problems they had to solve. Each group and each person whom you will read about has helped make our state what it is today, just as surely as your parents have made the home in which you live.

The Mound Builders. Millions of years ago, the land that is now Illinois was a part of the floor of an ocean. As the ages passed, this ocean floor slowly rose, and the water drained away, leaving the flat prairie land.

No one knows just when the first people came to this land. We do know that long before the Indians wandered across this broad prairie and before history was written, men made this land their home. We do not know who these people were, or where they came from. We do know that they built strange mounds of earth in what is now Illinois. What little we know of

these early men has been learned by digging into these mounds and studying carefully the things found buried there. Human bones, pieces of pottery, shreds of fabric, copper ornaments, pipes, seeds, stone and metal tools, and weapons, have been unearthed from



Ewing Galloway

Illinois State Capitol at Springfield

these mounds. Some of the mounds are large, some small. Some of them were made to resemble animals and birds. Some were used for burial grounds. Others are believed to have been used as fortresses by these people. Such mounds can be seen today in parts of Illinois. We call the little-known people who built them the mound builders.

The Indians. The mound builders were followed by the Indians. Where they came from is also a mystery. Some scholars think they travelled here from Asia many hundreds of years ago. Others believe that they were descendants of the mound builders. We do know that there were a number of different groups, or tribes, of the people we call Indians. Some of these tribes wandered from place to place in search of better fishing and hunting, because their living depended upon their skill in catching fish and killing game. Other tribes settled down to till the rich prairie soil and raise crops.

The Indian Tribes of Illinois. Seven different tribes, or nations, of Indians lived within the area now known as Illinois. Each of these tribes—the Kickapoos, Potawatamis, Miamis, Winnebagos, Shawnees, Sacs-and-Foxes, and the Illini—lived in its own section.

Our state of Illinois was named for the Illini tribe and today the athletic teams, as well as the daily newspaper, of the University of Illinois use the name "Illini" in its original form.

French Explorers. It was in 1673, just a little over one hundred years before the American Revolution, that Sieur Louis Joliet, a French explorer, and Father Jacques Marquette, a Jesuit priest, came into the Mississippi Valley from Canada. With a party of five other Frenchmen, they traveled down the Mississippi River to a point near the mouth of the Arkansas River. On their journey back, they came up the Illinois River to Lake Peoria, then traveled overland to Lake Michigan. Here, the party built a log cabin on

the west branch of the Chicago River, where Chicago is now located. In 1675, Father Marquette founded a mission at the Indian town of Kaskaskia, near the present site of Utica.

A few years later, in 1679, Sieur René de la Salle set out to explore the Mississippi to its mouth, and to promote fur trade with the Indians. He took with him his lieutenant, Henri de Tonti, Father Louis Hennepin, a Franciscan missionary monk, and a party of several other Frenchmen. Near Lake Peoria, he built a fort which he called Fort Crève Coeur. Later, in 1682, La Salle built Fort St. Louis, on the Illinois River at a point now known as Starved Rock, near the present city of Ottawa. This was the first settlement of a permanent nature in the Illinois country. It became an important trading post.

Early Settlements. By 1725, about fifty years after Joliet and Marquette first ventured into the Illinois country, there were several established settlements. Chicago, Fort St. Louis, and Fort Crève Coeur you have read something about in the last paragraph. Fort Chartres, Prairie du Rocher, St. Philippe, and Kaskaskia, were outposts which had been built in the southwestern part of the territory, near the Mississippi River. During the years that followed, the French continued to extend and build up their trade in furs with the Indians. However, in 1763, after the French and Indian War, France gave up to England all her claims to the land north of the Ohio River and east of the Mississippi.

The Colonial Period. Soon after the English took

the Illinois country from France, a few people who had lived in the colonies along the Atlantic Coast began to move into the territory. Some of these came to the Illinois country from Virginia. In 1771, a number of these people who had moved to the Illinois country, held a meeting at Kaskaskia. At this meeting they drew up a petition in which they asked that they be permitted to govern themselves according to the same plan that was in use in the colony of Connecticut. The British refused their request and in 1774 made the Illinois country a part of the English province of Quebec.

During the Revolution. When our War for Independence began, the English encouraged the Indians to attack the American colonies. As a result, Patrick Henry, the Governor of Virginia, appointed George Rogers Clark, a fearless Indian fighter, to head a military expedition against the British forces west of the Allegheny Mountains. The British, at that time, had military posts at Kaskaskia, Vincennes, and Detroit. In 1778 Clark captured Kaskaskia, and the following year he captured Vincennes. This expedition by Clark and his frontiersmen, who were known as "Long Knives," was one of the most daring exploits in our history. Also it was important. Not only did it help the American colonies in their struggle for independence, but it also helped establish the new government's claim to the Illinois country after the end of the Revolutionary War.

State Claims. Virginia had long claimed the region now known as Illinois. In 1778, the same year that

George Rogers Clark captured the British military post at Kaskaskia, she attempted to strengthen her claim to the area by organizing the territory north of the Ohio River as "The County of Illinois." Captain John Todd, of Kentucky, was appointed governor. However, this action by Virginia was not successful, and Virginia, as well as the other colonies, soon gave up all claim to the whole area. Shortly thereafter, in 1787, the Congress of the New Confederation of Colonies set up a government for most of the area north of the Ohio River and east of the Mississippi by enacting the Ordinance of 1787. This law created the Northwest Territory.

The Ordinance of 1787. The Ordinance of 1787, which provided a government for the new Northwest Territory, is regarded as one of the most important and farsighted laws in our history. When you look at the list of some of the more important provisions of this law, you can see how it influenced the states which were later created from this territory.

Among other things the law provided:

1. No man should be deprived of his liberty, or his property but by judgment of his peers (equals) or by the law of the land.
2. Full religious freedom was guaranteed.
3. There was to be no slavery in the territory.
4. Education was to be forever encouraged.
5. The territory was to be organized into three or five states, to be admitted into the Union on a basis of full equality with the thirteen original states.

Illinois was one of the states later created from the Northwest Territory under the provisions of the Ordinance of 1787.

Illinois a Part of the Indiana Territory. After the creation of the Northwest Territory, that part of the territory today known as Illinois grew rather slowly. The Indians were not friendly, and the number of people in the area remained small. Some small units



Ewing Galloway

Fort Dearborn as Restored in Chicago

of government were organized. St. Clair County was created in the southwestern part of the Illinois country. It was later divided and the southern half of St. Clair County became Randolph County, with the seat of government at Kaskaskia.

In 1800, the Indiana Territory was organized and the area which we know as Illinois was included. Four

years later, in 1804, Fort Dearborn was built at the mouth of the Chicago River, on the site of Chicago.

The Territory of Illinois. In 1809 Congress passed an act which created the territory of Illinois. In addition to the present state of Illinois, this territory included most of present-day Wisconsin, much of what is now Michigan, and the eastern part of Minnesota.

In 1818, the territorial representative to Congress from Illinois, Nathaniel Pope, asked Congress to pass an act which would permit the territory to become a state. Such an act was called an "enabling act." Pope was able to get Congress to move the northern boundary of the proposed state some 60 miles north, so that the state would have an entrance to Lake Michigan. As a result of this change, Chicago is in Illinois today instead of in Wisconsin.

Pope also got Congress to reduce to 40,000 the number of people required to be in the state. When a census was begun, it became clear that there were not 40,000 people living in the proposed state. The census takers then began to list the names of all the people who traveled through the state as well as those living there, and were finally able to get 40,000 names.

Illinois, the Twenty-first State. It was necessary to have some plan of government for the proposed state. Laws would have to be made, courts would be needed to administer justice and to interpret the laws, and an executive division would be needed to see that the laws were carried out. To meet these needs the constitution of Illinois was framed by delegates elected by the people of the territory. They met at Kaskaskia in

August, 1818, and drew up a constitution. This constitution was not a very good one. It contained provisions which made the legislative division much too powerful. The legislature was allowed to select the justices and judges, which gave it a chance to control the judicial department. It was also permitted to appoint many officials in the executive department, also. The governor had no power to veto laws passed by the legislature, so the legislature had almost unlimited power.

When the constitution of 1818 was drawn up, the question of slavery was avoided by a provision which neither permitted slavery, nor prohibited it. The result was that the question remained unsettled, and proved to be a serious problem to the new state.

The constitution of 1818 was never submitted to the people for approval. It went into force when it was accepted by Congress and Illinois became the Union's twenty-first state on December 3, 1818.

Problems of the New State. After the end of the War of 1812, the Indians caused little trouble for a number of years. However, as more people came into the state after its admission to the Union, the Indians began to fear they would have no place to live. The Sacs-and-Foxes, who lived in the northern part of the state, refused to leave their land for the settlers, and in 1831 Governor John Reynolds called out the state militia to drive them off. The following year, 1832, Chief Black Hawk, of the Sacs, tried to lead his people back to Rock River, their former home. They were met by the state militia, and United States

troops, and defeated, at Bad Axe River on August 2, 1832. Black Hawk's War, as this event was called, marked the end of the Indian problem in Illinois, and by the following year all Indians had been removed from the state.

Slavery. As you know, the constitution of 1818 did not take any definite stand regarding slavery. The question remained before the people, and the pro-slavery members of the legislature which was elected in 1822 passed, by a majority of one vote, a resolution providing for a constitutional convention. This they submitted to the people. If the resolution had been approved, and the convention had met, it would probably have made Illinois a slave state by writing into the constitution a provision making slavery legal in Illinois. But in 1824 the people voted against the resolution by a vote of 6,640 to 4,972.

The constitution of 1848 finally outlawed slavery in Illinois, but the problem continued to be a major national issue. In 1856 members of the recently formed Republican Party, made up of groups opposed to slavery, met at Bloomington, Illinois. One of the leaders of this new party in Illinois was Abraham Lincoln. Two years later, Lincoln became known throughout the nation as a result of the Lincoln-Douglas debates, which took place while these two men were running for the office of United States Senator from Illinois. Lincoln lost this election to Douglas, but he made such an impression on the people of the country that he was nominated the candidate of the Republican Party for President of the United

States, and was elected, in 1860. As you know, the slavery question was settled for all time in the United States during the presidency of Abraham Lincoln.

Transportation. Another problem confronting the people of the new state of Illinois was the transportation of goods from place to place within the state, as well as to markets in other parts of the country. Shortly after Illinois became a state, the Erie Canal, which provided a water route from New York City to the Great Lakes, was completed. Its success aroused so much interest in Illinois that in 1836 a canal was begun which was to connect the Illinois River with Lake Michigan. This canal, completed in 1848, connected La Salle and Chicago. The products of Illinois, and areas farther west, began to flow through Chicago and over the lakes to the markets of the East. A few years after the canal was completed, the railroads began their rapid development, and soon took over a large part of the transportation of goods, so the canal became of less importance. It was successful, however, in linking Illinois to eastern markets and it contributed much to the establishment of Chicago as a center of commerce and industry.

Money. Still another difficulty faced by the people of Illinois during the early days of statehood was the scarcity of money. Because there was very little money in circulation in the state, it was hard to carry on trade. In order to meet this problem, a state bank was established in 1820. This bank printed and issued paper money based on the credit of the state. It was not well managed, and failed within a few years. The

state was forced to borrow a large sum of money to wind up the bank's affairs. In spite of this experience, the state tried the same plan again in 1835. In that year another state bank was established. It also failed within a few years, leaving the state still further in debt. For a time it appeared that Illinois might repudiate, or refuse to pay, its debts, but a plan was worked out by Governor Ford whereby the entire debt was paid, and the credit of the state made secure.

The Constitution of 1848. Ever since the constitution of 1818 had gone into effect, it had been clear that a number of things about it needed to be changed. At last, in 1846, a bill which provided for calling a convention was passed and approved. The convention met and revised the constitution during 1847, and submitted it to the people. It was approved by the people in 1848. The provisions of the constitution of 1848 show that the people of Illinois had learned some lessons about government while living under the constitution of 1818, for a number of the defects of that plan of government were corrected. The power of the legislature to appoint executive and judicial officers was reduced, and many of these officials were made elective. The governor was given the power to veto acts of the legislature. Slavery was definitely prohibited. The state debt was limited to $50,000 unless a vote of the people approved its increase. State-owned banks were prohibited, unless approved by the people, though provision was made for private banks to operate under state supervision. Although the state constitution has been changed since 1848, these pro-

visions of that constitution have been retained, and are in force today.

The Constitution of 1870. After twenty years of experience with government under the constitution of 1848, the people, in 1868, voted to call another constitutional convention to further improve their plan of government. This convention drew up the constitution under which we now govern ourselves, and submitted it to the people. It was approved in 1870. This constitution sets up the plan of government under which we live today.

Our State Constitution. You know that our constitution is our plan of state government, but it is more than that. It is the fundamental law of our state. Since the constitution is the basic, or fundamental, law of our state, the acts of all public officials, as well as all laws passed by the legislature, must be in agreement with the constitution. If there is a difference of opinion as to whether or not a law, or an act of a public official, is in conflict with the constitution, the courts will decide the matter whenever an actual dispute involving the question is brought before them. When the courts decide that a law is in conflict with the basic law in the constitution, they hold it *unconstitutional,* and it is therefore of no effect.

Nothing in our state constitution may conflict with the Constitution of the United States. However, all powers of government not expressly given to the national government, or denied the states, may be used by the state so long as the people of the state approve their use.

Functions of Our Constitution. Our state constitution does five things:

1. *It names the people as the sovereign power in the state.* This is done in a short statement at the beginning of the constitution, called the Preamble, in which the most important words are: "We, the people of the State of Illinois . . . , do ordain and establish this constitution for the State of Illinois."

2. *It makes a declaration of the individual rights of the people.* This part of our constitution, article II, is entitled "Bill of Rights." It is simply a list of personal rights which no government, nor any official of government, may take away.

3. *It provides for the organization of the government.* This part of our constitution, in articles III, IV, V, and VI, provides for the distribution of the powers of government among three departments, the legislative, the executive, and judicial. Articles VII, VIII, IX, and X, provide further for the organization and operation of the state and local governments, which we will learn about in later chapters.

4. *It deals with many miscellaneous matters.* Our state constitution has several sections devoted to miscellaneous provisions, including such matters as corporations, banks, railroads, militia, and warehouses.

5. *It provides for a procedure whereby it may be amended, or changed.* Every state constitution has a provision providing for its own amendment. This makes it possible for the people, through an orderly process, to exercise their sovereignty and change the basic law whenever they can agree to do so. Article

XIV of our constitution provides a method for changing our state constitution. In 1950 an amendment called the Gateway Amendment was approved by the voters. It provides an easier method of amending the constitution of Illinois. This amendment had been submitted to the voters previously, in 1892, 1896, 1914, 1932, and 1946 but failed to gain enough votes until the 1950 election.

Our Constitution Today. Since our present constitution was adopted in 1870, there have been many changes in our ways of living, in the number and types of services the people demand of the state, and in the conditions under which these services must be rendered. As a result, the needs of government have changed as well. In 1920, after our present constitution had been in use for fifty years, a constitutional convention met to revise our constitution.

Because of the different needs and interests of the area around Chicago and the rest of the state, it was difficult for the delegates to agree on changes in the constitution.. After two years, the convention submitted a new constitution to the people, but it was rejected. Since that time other efforts have been made to improve our plan of government, without much success. While the need for constitutional revision is generally recognized, agreement on changes is difficult because of the different needs and interests of the people in different parts of the state. However, whenever the people of the state agree that the constitution should be revised, it will be done, for such a change is within the range of their sovereign power.

Test and Study Exercises

Aids to Learning

1. Notice how the Ordinance of 1787 influenced the formation of governments in Illinois.

2. Note that the people of Illinois have final authority over their state and local governments.

3. Remember that the constitution of the state of Illinois is the foundation for state and local governments and all laws these governments make.

Test Exercises

1. Who were the Mound Builders?
2. Who were the first white men known to have set foot in what is now Illinois? When did they come?
3. Was the expedition of George Rogers Clark important? Why?
4. Name three provisions of the Ordinance of 1787. Was this law important to Illinois? Why?
5. When was Illinois admitted to the Union?
6. What was one defect in the Constitution of 1818?
7. When was our present state constitution adopted?
8. What do we mean when we say "The people are the sovereign power in the state"?

Suggested Activities

1. Find out about local places of historical interest, and report to the class on their names, and locations.
2. If any of the students in your class have visited places of historical interest in the state, let them tell the class about them.
3. With the help of your teacher or librarian, find out interesting things about one of the following people, or groups of people and report to the class: the Mound Builders; the Indian tribes of Illinois; Marquette and Joliet; La Salle; Chief Black Hawk; Abraham Lincoln.
4. Examine article XIV of the state constitution, and report to the class on the method provided for changing the constitution.

CHAPTER XXII

YOUR ILLINOIS STATE GOVERNMENT

PREPARATORY NOTE: In the last chapter, you read about some of the events which led to the formation of the state of Illinois, and also about some of the state's experiences in government. You learned, in a general way, about the organization of our present plan of state government as it was established by the constitution of 1870. In this chapter we shall examine in more detail our plan of state government, and note its unusual features. Remember, as you read this chapter, that government is never established to control the people, but rather is established by the people to provide machinery which will help them live and work together better.

A Government of Laws. Sometimes it may seem to us that we are all governed by other people. We may read in the newspaper that the governor has done this; the General Assembly has done that; or that the Supreme Court, which is, of course, a group of men, has decided something else. Of course, we have a governor, a General Assembly, and a Supreme Court, and they do act to carry out the duties of government. However, these public officials are in office because the offices which they hold were created by the people.

You will recall that the Preamble of our state constitution reads, "We, the people of the State of Illinois . . . do ordain and establish this constitution." In article III, the people establish the basic frame-

work of our state government, where they provide,

> The powers of the government of this state are divided into three distinct departments—the legislative, executive, and judicial; and no person, or collection of persons, being one of these departments, shall exercise any power properly belonging to either of the others, except as hereinafter expressly directed or permitted.

As you can see, this article of the constitution establishes the three distinct departments of state government, and makes it clear that no one department shall interfere with the affairs of the others.

The Legislative Department. The power to make the laws for the state of Illinois is given to the *General Assembly* by article IV, section 1 of our constitution which reads,

> The legislative power shall be vested in a General Assembly, which shall consist of a Senate and House of Representatives, both to be elected by the people.

Other sections of article IV establish the size of each house of the General Assembly, the districts from which the members are to be elected, their terms of office, and the time of their election. This article also sets forth the time of their meeting, rules of procedure, the privileges and disabilities of members, makes provision for their pay, establishes their legislative power, and prohibits the passage of certain kinds of laws.

The State Senate. A member of the state Senate must be at least twenty-five years of age, a citizen of the United States, a resident of the state for at least five years, and a resident of his district for the two years preceding his election. The state is divided into fifty-one senatorial districts and one senator is elected by the people of each district.

Senators are elected for a four-year term. Those representing even-numbered districts, such as districts 2, 4, and 6, are elected in the November elections in 1956, 1960, and so on, each four years. Senators representing odd-numbered districts, such as 1, 3, and 5, are elected in 1958, 1962, and so on, every four years. This makes sure that at least half the members of the senate will always be experienced senators.

The presiding officer of the senate is the lieutenant governor. However, the Senate elects from its membership a temporary president, who presides in the absence of the lieutenant governor.

The House of Representatives. A member of the House of Representatives must be at least twenty-one years of age, a citizen of the United States, a resident of the state for five years and a resident of his district for the two years preceding his election. Three representatives are elected from each senatorial district, so there are 153 members of the House. Representatives are elected for a two-year term, and all are elected in the same year. Each voter may, instead of casting one vote for each of the three representatives to be elected from his district, cast all three votes for one representative, or may distribute them in any way he wishes. Thus a minority party may be able to elect at least one of the three representatives in each district. In 1955 the state was redistricted into 58 senatorial districts and 59 representative districts. The members of the General Assembly which meets in 1957 will be elected from these districts.

The presiding officer of the House of Representa-

tives is the speaker of the house, who is elected by the house from its membership.

How Laws Are Made. The General Assembly begins its sessions at noon on Wednesday after the first Monday in January following the election of its members. Sections 9 and 10 of article IV of our constitution set out the general rules for its organization, while sections 11, 12, and 13 establish the procedure by which laws are made. Any member of either house may introduce a proposed law, or a bill.

Because the large number of bills introduced makes it impossible for either house to study them all carefully, each house appoints standing committees assigned to study bills dealing with certain subjects, and report back to their house on them. If, for example, a bill was introduced which had to do with public schools, it would be referred to the committee on education.

If the committee decides the bill would be a good law, it is reported back to the house for consideration by the entire house. If the committee does not feel that the bill would be a good law, it will not be reported out of committee, and nothing further is done about it. In that case, it is said to have "died in committee."

If the bill is reported back to the house, it is discussed by the house, and voted on. If it is passed by a majority of that house it is sent to the other house for consideration. If it is passed by both houses, it is sent to the governor for his signature. If he signs it, it becomes a law.

If the governor feels the bill would not be a good

law, he may refuse to sign it, and return it to the house where it was introduced, with a message explaining his objection to it. Both houses will then reconsider it. If they both pass it by a two-thirds majority it becomes a law without the signature of the governor. This power of the governor is called the veto power, and is provided for in article V section 16 of our constitution. The governor may veto any item of a bill making an appropriation of money, without affecting the other items in that bill.

When a bill is first passed by both houses, and the governor fails either to sign it, or return it within ten days, it becomes a law without his signature. If the General Assembly adjourns before the ten days are up, and the governor does not believe the bill should become a law, he may file his objections to the bill with the secretary of state within ten days after the General Assembly adjourns. Since the assembly is not in session to reconsider the bill, it "dies." This is sometimes called a "pocket veto."

The Executive Department. After laws are made, they must be put into effect or enforced. As you know, this is the duty of the executive department. The executive power of our state is established by article V of the state constitution. Section 1 of this article grants this power to certain officials in these words.

> The Executive Department shall consist of a Governor, Lieutenant Governor, Secretary of State, Auditor of Public Accounts, Treasurer, Superintendent of Public Instruction, and Attorney General, who shall, each, with the exception of the Treasurer, hold his office for the term of four years from the second Monday of January

next after his election, and until his successor is elected and qualified. They shall, except the Lieutenant Governor, reside at the seat of government during their term of office, and keep the public records there, and shall perform such duties as may be prescribed by law.



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The Governor's Mansion

All of these elected executive officers serve a term of four years except the state treasurer, who serves a term of two years. He cannot succeed himself in office. After November, 1958, the treasurer will serve for four years.

The *governor* is the chief executive officer of the state, and is (together with the other officers elected) responsible to the people for the management of the state's affairs. He must be a citizen of the United States and of Illinois, at least thirty years of age, and

have been a resident of the state for the five years preceding his election.

At the beginning of each session of the General Assembly, he is required to report to the assembly on the condition of the state, and recommend such legislation as he believes necessary to the welfare of the people. At this time he must present to the assembly an estimate of the amount of money needed to carry on the affairs of the state, and account for all money which has been handled by his office. He may call the assembly together for a special session when an emergency in state affairs demands it, but only for action to meet the emergency.

The governor is given power to appoint all officers of the state whose election or appointment is not otherwise provided for, and may remove, for cause, any officer he appoints. He is the commander-in-chief of the military forces of the state, except when these forces are called into the service of the United States. He has power to pardon criminals, or commute, or reduce, their sentences.

The *lieutenant governor* acts as the president of the Senate, and takes over the governor's duties in event of his death or inability to fill the office.

The *secretary of state* keeps all state records, and has charge of all state property. He publishes all laws and other state documents, and is the keeper of the great seal of the state of Illinois, which he places on all important documents.

The *auditor of public accounts* authorizes the payment of all the bills of the state. Such an authori-

zation to pay a bill is called a warrant. All state warrants are issued by the auditor. He helps the governor and the treasurer determine the tax rate, and checks the accounts of the state at least once a month.

The *treasurer* keeps the state's money, and pays it out when the auditor issues a warrant ordering him to do so. He is under bond. This means that a bonding company, or a responsible individual or group of individuals, agrees to make good any loss of state money which may be the result of carelessness or dishonesty of the treasurer. This is done to protect the state against possible loss.

The *superintendent of public instruction* works to improve the schools of the state, and thereby provide better opportunities for learning for the people. He supervises school record keeping, and is responsible for checking the qualifications of teachers and school officials. He keeps the state's school records, which include facts and figures reported to him by county and local school officials, and reports on such material to the people. He allots and distributes to school districts the various state educational funds provided for under the law. While he has little direct control over local school districts, he contributes much to the state educational program.

The *attorney general* is the state's legal advisor. When any question arises as to whether or not some action is proper under the law, the attorney general decides whether the action is, or is not, in agreement with the law. His opinion may be reversed, or set aside, later, by a decision of the Supreme Court, but those

who rely on his opinion until that is done are protected in following his advice. He also represents the state in any legal action where the state is a party and works with the state's attorneys in the counties in enforcing state law.

Administrative Code Departments. In order that the business of the state might be carried out more effectively, and the growing demand for state services met, thirteen administrative departments have been established in the executive branch of the government.

Each of these thirteen departments is headed by a person appointed by the governor, selected for his experience and ability in doing the type of work his department carries on for the state. Other employees of each department are selected for their fitness for the work they must carry on.

What the Thirteen Departments Are. The Department of *Aeronautics* is responsible for supervision of all state matters related to aircraft, airports, and flying, including plans for future airports and a consideration of possible changes in the affairs of the state due to the rapid development of aviation.

As the name tells us, the *Department of Agriculture* has charge of all matters related to farming and farm life.

The *Department of Conservation* has charge of preserving wild life of all kinds, keeping our streams and lakes clean, protecting our forest lands, and in general preserving our natural resources.

The *Department of Finance* carries on all state work

dealing with preparation of the state budget, approves all expenditures of agencies responsible to the governor, purchases materials and supplies needed by the state, and reports on state finances.

The *Department of Insurance* supervises the operation of all insurance companies doing business in the state, examines all public pension plans, and administers various state laws dealing with insurance.

The *Department of Labor* is charged with the administration and enforcement of all state laws relating to labor. It makes certain rules and regulations under these laws, and collects information about labor and labor problems.

The *Department of Mines and Minerals* is responsible for the enforcement of state laws relating to mine safety, conditions of work in mines, use of explosives, and also supervises the development and operation of oil, gas, and water wells.

The *Department of Public Health* administers state laws regarding health and sanitation, sewage disposal, public water supplies, hospital construction, and also has charge of vital statistics, which are the records of births, deaths, marriages, illness, and other things which affect the lives of people.

The *Department of Public Safety* handles prison administration, paroles and pardon matters, the state police, crime and fire prevention, and similar things.

The *Department of Public Welfare* is responsible for all state welfare institutions, special hospitals, and schools for handicapped people, for example, those who are blind or deaf.

The *Department of Public Works and Buildings* has charge of all state construction, including highways, public buildings, and flood protection projects, as well as supervision of state parks and other public works.

The department of *Registration and Education* registers and supervises all trades and professions, supervises the five normal schools, the state museum, and performs other related services.

The *Department of Revenue* deals largely with the enforcement and administration of various tax laws. Most matters dealing with raising money for state use fall under the supervision of this department.

Many of these thirteen administrative departments are divided into a number of divisions, each with a special task. In addition, there are over sixty boards and commissions, under the supervision of the governor, which have duties covering a wide range of services. This business of self government has indeed become a complicated thing, but remember, every service rendered by the state is the result of demands by the people. Just so long as the people continue to demand more state services, so will the agencies of government continue to expand.

The Judicial Department. We know that laws are made by the General Assembly, and are applied and enforced by the executive department. Sometimes a disagreement arises as to what the law means, or how it applies. Someone, or some agency, must decide the question. That is the duty of the judicial department.

The judicial department of our Illinois government is established by article VI, section 1 of our constitution, which says,

> The judicial powers, except as in this article is otherwise provided, shall be vested in one Supreme Court, Circuit Courts, County Courts, Justices of the Peace, Police Magistrates, and in such courts as may be created by law in and for cities and incorporated towns.

In addition to this section, which sets up the judicial department, there are other sections of article VI dealing with each of the various courts referred to in section 1 above, and creating other courts not mentioned by name in that section. Sections 2 through 10 deal further with the Supreme Court. Section 11 establishes appellate courts; sections 12 through 17 deal with circuit courts; sections 18 and 19 with county courts; section 20 with probate courts; section 21 with justice courts, and sections 23 through 28 with the courts of Cook County.

The Circuit Court. The circuit court is the court where most disputes between citizens, or between a citizen and the state, are settled.

There are eighteen circuit court districts in Illinois. One of these districts consists of Cook County, while the other seventeen are made up of groups of counties. Except for Cook County, each district has three judges, elected for terms of six years. These judges divide the work of the district among themselves, and hold court in each county in the district at least twice each year. Because of the amount of work for the circuit court in Cook County, its circuit court has three divisions, with twenty judges.

There are two kinds of disputes which may need to be decided by a court. A dispute between two people or groups of people over property of some kind, or over relations between them is called a *civil case.* A trial for a violation of some law or rule of government is called a *criminal case,* since the violation of law, if proved, is called a crime. With some exceptions, the circuit court has original jurisdiction over all civil and criminal cases. The term "original jurisdiction" means the power to make the first, or original, decision about the dispute.

When a case is brought before the circuit court for trial, the judge of the circuit court, who is always trained in the law, has the responsibility of deciding how the laws apply to the dispute. He explains the law to the *jury.* The jury decides the facts, and gives a decision, or a *verdict.* In some cases the parties in the case may agree on the facts. Then the judge may try the case without a jury, since the only decision needed is as to how the law applies.

This usually settles the matter, but sometimes one or both of the parties to the case feel that the judge did not decide the law properly. In such case they may *appeal* the case.

The Appellate Courts. There are four appellate court districts in the state. Cook County is one appellate district. The remainder of the state is divided into three others. Three circuit judges are assigned to each district by the Supreme Court. No circuit judge may serve on the appellate court in the appellate district in which his circuit is located. Appellate

courts have only appellate jurisdiction, which means they only have power to hear cases appealed to them from another court.

When a case is appealed to the appellate court, that court examines the record of the trial which was held in the lower court. They decide whether or not the judge of the lower court conducted the trial properly, and decided, or interpreted, the law correctly. If they decide that these things were properly handled in the lower court, they will *sustain,* or uphold, the action of the lower court. If they feel that the case was not properly tried, or that the judge made mistakes in the interpretation of the law, they may *reverse* the finding of that court and send the case back for re-trial.

If one of the parties to the case is dissatisfied with the decision of the appellate court, the case may sometimes be appealed to the Supreme Court.

The Supreme Court. The Supreme Court has seven judges, each elected from one of seven supreme court districts into which the state is divided. They are elected for a term of nine years. The Supreme Court has original jurisdiction in three special types of cases. All other cases before it must be appealed from another court. This court, like the appellate court, examines the record of the trial, and decides whether or not the trial was properly conducted and the law properly applied to the case.

The decision of the Supreme Court is nearly always final, as it is the highest court in the state. The only possible appeal from a decision of the state Supreme Court is to the Supreme Court of the United States,

and that may be done only if some provision of the Constitution of the United States is involved.

Other State Courts. The *superior court* of Cook County, with twenty-seven judges, carries on the same work as does the circuit court. The *juvenile court* of



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The Illinois Supreme Court Building

Cook County is a branch of the circuit court, but deals only with juvenile offenders. The *criminal court* of Cook County has the jurisdiction, or power, of a circuit court, but deals only with criminal cases. The judges of this court are assigned from the circuit court, or the superior court, of Cook County.

Most counties have a *probate court,* which may be

established in any county with more than 50,000 people. It has jurisdiction over the wills and estates of persons who have died, the appointment of guardians, and similar functions. The *county courts* have original jurisdiction in all probate matters, when there is no probate court, and also some jurisdiction over small civil actions and minor criminal offenses.

The *justices of the peace* and *municipal courts* as well as *police courts* deal with civil cases involving small amounts, and minor criminal offenses or misdemeanors.

There is another court, with a special purpose; the *Court of Claims.* This court is made up of three judges, appointed by the governor from the state at large. Its sole purpose is to hear and decide the merit of claims against the state of Illinois.

Test and Study Exercises

Aids to Learning

1. Remember the basic structure of state government.
2. Keep in mind the division of power among the legislative, executive, and judicial departments of government.
3. Note the tendency to increase the power of the executive through the creation of administrative departments.

Test Exercises

1. List the state officers who are elected by the people.
2. How many members are there in the state Senate? in the state House of Representatives?
3. How do sections 7 and 8 of article IV of our state constitution help give a minority party candidate a better chance of election to the state House of Representatives?

4. Tell how a bill introduced in the General Assembly may become a state law.
5. What power has the governor to check the actions of the General Assembly?
6. List as many of the thirteen administrative departments as you can. Tell briefly what sort of duties each performs.
7. What department of government decides whether or not a law is in conflict with our state constitution? When will such a decision be made?
8. Tell briefly about the duties of: the Supreme Court; the appellate court; the circuit court.

Suggested Activities

1. Find out what state senatorial district your county is in. What judicial circuit? What supreme court district?
2. Find out the names of your state senators and your state representatives.
3. Select one of the thirteen administrative departments and prepare a report to the class on the duties and services of that department. Show why that department is, or is not, important to the people of the state.
4. *Group Activity.* With the help of your teacher select a group to draw a large outline map of Illinois. Let another group draw in the senatorial district lines in color. Another group may draw in the supreme court district lines in another color.

CHAPTER XXIII

LOCAL GOVERNMENTS IN ILLINOIS

PREPARATORY NOTE: The officials of our local government are selected by the voters just as are those in the state and national government. We are likely to know better the men and women who are running for local offices, so it is easier to select those who we know will make good public servants. It is also easier for us to become informed about the needs and problems of the local community and understand how we may use our government to meet them. In this chapter we will examine the units of government which the people have set up to govern themselves in their own localities. Remember, however, that the same principles which apply to local self-government also apply to state and national government as well.

Many Local Governments. As a citizen of Illinois, you are at the same time a citizen of your county. You also live in a school district. You may live in a village, town, or city, and you may live within one or more of a number of different kinds of special districts. In each of these units of government a citizen has certain rights, powers, and responsibilities. Before we examine any of our units of local government, we should remember that all of them, county, township, city, village, or school district, exist because they are created by the people, acting through the state consti-

tution. Each unit of local government has only those powers granted it by the state constitution or by state law. Therefore, the acts of any unit of local government, or of its officials, must be in agreement with the powers granted by the state constitution, and the state laws which apply to that unit of local government.

The County. The county is the basic unit of local government in Illinois. Wherever you may live in the state, you live in one of 102 counties. These counties vary in size from Putnam, with an area of 166 square miles, to McLean, with 1,173. They range in population from Putnam, with a few more than 5000 people, to Cook with more than 4,000,000. Each of these counties is an agent of the state for the administration of state law, and for assessing property and collecting taxes. It serves as the basic unit for the organization of political parties. In co-operation with the state, it provides care for the poor, and performs charitable and other activities relating to public welfare. It keeps records of legal documents and proceedings, as well as records of births, marriages, and deaths. Under the authority of the state it assumes responsibility for certain duties of school administration as well as for road and bridge construction.

The County Board. While the affairs of every county are directed by a *county board,* your county may be organized in one of three ways. If you live in Cook County, your county board is made up of fifteen commissioners. Ten of these are elected from the city of Chicago, while the remaining five are elected from the remainder of the county. If you live in any one of sev-

enteen counties in the southern part of the state, your county board is made up of three commissioners elected by the voters of the county. Only one of these commissioners is elected each year so that there are always two experienced commissioners on the board. If you live in one of the 84 remaining counties, your county is under township organization, and your county board is made up of the supervisors who are elected in each township in the county. Your county board levies taxes for county purposes, pays out the money of the county, and in general attends to all county business not handled by one of the other county officers.

Other County Officers. To assist the county board in handling county affairs the following officials are elected by the people in each county.

The *sheriff* is the chief law enforcement officer in the county. If your county is large enough to require it, he may have one or more deputies to assist him. He is an officer of the court, and serves court orders and warrants. He, or a deputy, will always be present at court sessions. He is responsible for all county prisoners, and has charge of the county jail. He cannot succeed himself in office.

The *state's attorney,* sometimes called the prosecuting attorney, is the legal advisor for the county. He prosecutes, before the court, all persons accused of violating the laws, and represents the county in law suits where the county is a party.

The *county judge* is judge of the county court. He may decide in his court civil cases, amounting to $2,000 or less and may also hear certain minor criminal

cases. He levies assessments for pavements, sewers, and other local improvements voted by the people. He also enters judgments against property for unpaid taxes. In some counties, he has charge of wills, and looks after estates and the affairs of people who have been judged incompetent, or unable to handle their own affairs.

In the larger counties the work of the county judge is divided and a *probate judge* is elected. He attends to the settlement of estates, and looks after all work connected with wills and the affairs of those judged incompetent, as well as the affairs of minors. Most of the counties in the state now have probate judges.

The *coroner* investigates any sudden or suspicious death in the county. Such an investigation is carried out by holding an inquest, or formal inquiry, with the aid of a coroner's jury, usually of six persons. He has power to arrest and hold for trial any person or persons found connected with the death.

The *county clerk* keeps the records of the county, and records the proceedings of the county board. He issues marriage licenses, and keeps records of births, marriages, and deaths. He keeps all records of the county relating to the proceedings of the county court. It is his duty to compute the amount of taxes to be paid on all land in the county, announce elections, see that ballots are printed and distributed, and instruct election officials in their duties. He acts as clerk of the circuit court in those counties which are not under township organization.

The *county treasurer* receives and pays out the

money of the county upon order by the proper authorities. He must keep an accurate record of money received and paid out, and make regular reports on the



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Macon County's Modern Courthouse

affairs of his office. He cannot succeed himself in office.

A *county auditor* is elected in all counties with more than 75,000 people. It is his duty to audit, or check, all claims against the county, and check the accounts of those who handle the money of the county.

The *clerk of the circuit court* keeps the records of the circuit court, and issues the legal orders of the

court, such as summons, subpoenas, and citations. In counties with less than 60,000 people, he acts as recorder of deeds.

A *recorder of deeds* is elected in all counties with more than 60,000 people. He keeps all records of documents relating to land titles, such as deeds, and mortgages.

The *county superintendent of schools* is the administrative officer for the public school system of the county. He works with the superintendents, principals, and teachers of the local school districts to improve the schools. He holds teachers' institutes, gathers school information, and reports such information to the state superintendent of schools. He distributes, to districts within his county, money received from the state for the support of schools. He audits the accounts of all school district treasurers and accounts to the county board for all the money of the county which he receives.

A *superintendent of highways* is appointed in counties having highways under the state aid system. This official must be approved by the state Department of Public Works and Buildings. He has charge of the construction and upkeep of county roads, and directs the repair of state roads in his county.

The *county board of review* usually is made up of the chairman of the county board and two members appointed by the judge of the county court. In counties of more than 250,000 the members of the board of review are elected by the people. In the commission governed counties, the three commissioners act as the

board of review. This board reviews the property assessments in the county, and changes them where necessary to make the amount of tax fair and just.

In addition to these officials, the county board may appoint other county officials, such as the county physician, county nurse, and county surveyor. All of these officials serve the county in the type of work for which they are fitted.

Townships. As we learned earlier in this chapter, 84 of the counties in Illinois are under township organization, and in such counties the county board is made up of the supervisors from the townships in the county. This type of organization may be established or disbanded by a vote of the people of the county. Counties where township organization has been established are divided into a number of smaller units called *townships.* Each township has its own officers who are elected by the people and who work with the county officials in carrying out the work of the county within the township.

The *supervisor* is the chief official of the township. He is elected for a four-year term. He represents his township on the county board. If his township has enough population, he may have one or more assistants, whose only duty is to serve with him on the county board. The supervisor acts as treasurer, and handles all township funds except money for roads and bridges and township library funds. He is the administrative officer of the township and is allowed considerable power in handling township affairs.

The *town clerk* keeps all township records, and acts

as clerk at the annual *town meeting* where the people of the township meet together to decide such township affairs as tax levies, road construction or repair, and other affairs of the township. The clerk also keeps all records on births, marriages, and deaths for his township, and sends them to the county clerk for the county records. He acts as clerk at elections, and is a member of both the auditing and health boards of the township.

The *township assessor* places a value on all property within the township for tax purposes. His work is supervised by the county authorities. At least two *justices of the peace* are elected in each township. They are members of the state court system and are commissioned by the governor. They have authority to try civil cases involving amounts up to $300, as well as certain minor violations of law. One *constable* is elected for each justice. The constable works with the justice as an officer of his court, serving court orders and papers.

The *highway commissioner* of the township is responsible for township roads. He usually works in co-operation with the county superintendent of highways.

The *board of auditors* in the township audits the accounts of the supervisor and reports to the people at the annual town meeting.

The township *board of health* is responsible for public health in the township. Two or more townships may join together to form a *unified health district.* Such a district has the same authority and power as does the township board of health in any township.

A *township high school* may be established by a township. It has its own board of education, and makes provision for the education of high school children in the township.

Road Districts. Where no township organization has been established, the county is divided into *road districts.* The people in each of these districts elect a road commissioner and a district clerk, who are responsible for the county roads in their district. Other county services and duties are assumed by the regular county officials, who are the same, with a few exceptions, as those in a county under township organization. The county treasurer assumes the duties of the assessor, the sheriff acts as collector, the county clerk as recorder, and the county board of health is made up of the three commissioners.

Cities and Villages. You may live in a municipality —that is, a village, or a city, for there are 1,151 such municipalities in Illinois. They range in size from those with less than 100 people, to Chicago with over three and one-half million.

Each one of these municipalities, from the smallest to the largest, was created by the people, working through the state constitution and state laws. Each of them has only such power and authority as is granted it by the state. Therefore, as with the county their acts and the acts of their officials must be in agreement with the basic rules laid down by the people in the state constitution and in state law. Until 1870, each municipality was created by a special act of the General Assembly.

Because this proved unsatisfactory the constitution of 1870 forbade further special charters. In 1872 a law called *The Cities and Villages Act* was passed by the General Assembly of Illinois, which set up conditions under which villages and cities might be organized. Since that time, all villages and cities organized have been created under the terms of that act. The difference between a village and a city is not always dependent upon size, as you may think, but is rather a matter of the type of organization.

Cities. There are three types of city organization in Illinois, but the *mayor-council* organization is the most common. Under the mayor-council city government, the *mayor,* who is elected by the people, usually for a term of four years, is the chief executive of the city. Other officers include the *city clerk* and the *city treasurer,* who are elected; the *city attorney,* the *superintendent of streets,* and the *city engineer.* Larger cities, over 50,000 population, have a *commissioner of public works,* a *superintendent of special assessments,* and a *superintendent of sewers.* Other administrative departments and offices may be created by the council as the need for them arises. Such offices are filled by appointment by the mayor.

The mayor is responsible for the conduct of the city's affairs and the maintenance of law and order. He has power to appoint most of the administrative officials.

The *council,* elected by the people, consists of two aldermen elected from each ward. The number of wards depends on the population of the city and varies

from three in cities of less than 3,000 people, to fifty in Chicago. The council is the legislative body of the city, and, within the limits of the powers granted the city, it may pass whatever regulations or ordinances



Ewing Galloway

A Scene in an Illinois City

are necessary to the welfare of the people. More than one hundred specific powers are granted to cities, to be exercised by the council, and within those limits the council has a duty to act for the welfare of the people. Acts of the council may be vetoed by the mayor, in which case the council may pass the ordinance over his veto by a two-thirds majority.

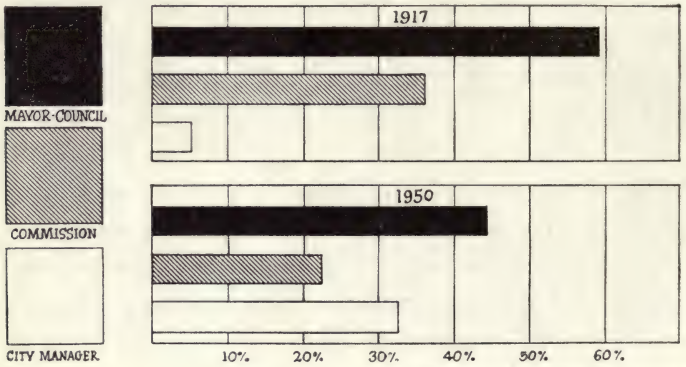
A *city court* may be established by a majority vote of the people. This court has the same powers as the circuit court. The judge and the clerk are elected. If a city has not established a city court the only city judicial officers are the *police magistrates* who are elected for a term of four years. They have the same powers as justices of the peace. Justices of the peace, and county and circuit courts, settle most of the disputes in our cities.

The *commission type* of city government is in use in some cities in Illinois. Under this plan the work of the city is divided among five departments. These five departments are: Public Affairs, Accounts and Finance, Public Health and Safety, Streets and Public Improvements, and Public Property. The voters of the city elect a mayor and four commissioners at large. The mayor heads the department of Public Affairs, while one of the commissioners heads and is responsible for each of the other departments. Each commissioner appoints his assistants to help perform the duties of his department. The mayor and the four commissioners constitute the council, and plan the work of the various departments.

The commission form of city government may be established by a vote of the people in any city of less than 200,000 population. It may be discontinued after it has been in operation for two years if the majority of the voters vote to change, and go back to the mayor council organization.

The *city manager type* of city government consists of a council of men elected at large. This council em-

ploys a man who is trained to manage a city just as he would manage a corporation, or a business. Should he prove unsatisfactory, the council would replace him. The manager employs persons qualified by training and experience to carry out the work of the city. This type of government, which is becoming increasingly popular in our state, may be used in any city in Illinois with a population not exceeding 500,000. Thirty-two cities in Illinois now use the city-manager plan. This form of government has become increasingly popular in the country as a whole, as you can see from the graph below:



Forms of Government of American Cities (over 30,000 population)

Villages. A village government may be organized whenever one hundred qualified voters living within an unincorporated area not larger than two square miles vote, by a majority, to form a village. The government of a village is simple and inexpensive. The voters elect a village board of six trustees, a *president of the village board, a village clerk,* and perhaps a

police magistrate. Other officers, such as *village marshal,* a *treasurer,* a *village attorney,* a *street commissioner,* and a *village engineer,* may be appointed as needed. The board of trustees exercises the legislative power of the village, and may raise money and fix



Ewing Galloway

Chicago Skyline

salaries. The functions of the village government are similar to those of city government.

Chicago. Because of its size, Chicago has more difficult problems to solve than smaller cities. For this reason, the people of the state amended the constitution in 1904, to give the General Assembly authority to pass special laws granting powers to Chicago. As a result, the government of Chicago is different from that of other cities in the state.

Chicago's government is based on the mayor-council plan. The *mayor,* elected for a four-year term, is the chief executive. Other executive officials who are elected are the *city clerk* and the *city treasurer.* Because of the volume of work to be done by the city government, a number of departments and commissions have been created, each headed by a person who is appointed by the mayor. The *Fire Department, Police Department, Department of Buildings, Department of Transportation,* and *Department of Health,* as well as each of the other city departments, is responsible to the mayor for proper administration of one part of the city government. The mayor appoints the school board, the library board and members of the board of directors of the Municipal Tuberculosis Sanitorium.

The Tuberculosis Sanitorium is an excellent example of the specialized service rendered the people of Chicago by the city. It not only provides for treatment at the sanitorium for those suffering from tuberculosis, but also works to spread information as to how to prevent the development of the disease.

Although the mayor appoints the heads of departments and commissions, most city employees are under *civil service.* Civil service is the name applied to a plan for selecting public employees on the basis of their qualifications. It also assures such employees that they will not be dismissed from their positions except for cause, after a fair hearing.

The *city council* in Chicago is made up of fifty *aldermen,* each elected for a four-year term from one of

the city's fifty wards. The council confirms appointments made by the mayor. It has power over the city's finances and contracts. While the mayor may veto acts of the council, it has power to over-ride his veto by a two-thirds vote, as in other cities. Because of the size of the council and the volume of work, much of its work



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Chicago's David Adler Planetarium

is done by committees of the council.

Municipal Court. This is another part of Chicago's government which is unusual. The voters of Chicago elect a chief justice of the municipal court, and a number of associate justices. These justices are elected for a six-year term, one third of them being elected every two years. There are several divisions of this court, each dealing with a particular type of problem.

For example, the *boys' court* attempts to apply helpful corrective measures, rather than to punish, while the *court of domestic relations* helps settle family quarrels, and hears divorce cases.

Of course, the state circuit courts operate in Chicago just as in other cities. The municipal court is largely devoted to special problems arising in Chicago which are not found in large numbers in smaller cities.

The School System of Chicago. In Chicago the members of the board of education are appointed by the mayor rather than elected by the people. The city is organized into five high school districts and nine elementary school districts, each under the direction of a *district superintendent.* These officials are responsible to *assistant superintendents,* who are, in turn, responsible to the *city superintendent of schools.* The city superintendent of schools is employed by the board of education, and is responsible to them for the conduct of the city school system. Teachers are employed on the recommendation of a civil service board. The teachers of Chicago have their own retirement plan, rather than being included in the state plan.

Special Agencies. Because of the special problems Chicago has to solve, such special agencies as the *Sanitary District of Chicago,* and *The Chicago Park District* have been created. These districts are almost governments within themselves, with power to levy taxes to carry on their work.

In general, Chicago is permitted to meet its own problems in its own way, because they are so different from the problems of smaller cities.

Test and Study Exercises

Aids to Learning

1. Remember that all local governments get their power to govern from the people, through the state constitution and state laws.

2. Note that the counties, and most of the county officers act as agents of the state in many of their governmental actions.

3. Keep in mind the three kinds of county organization in Illinois and the differences between them.

Test Exercises

1. How is the county board made up in each of the three kinds of county organization?
2. Name as many elected county officers as you can.
3. What is the title of the chief executive of a township?
4. What are the three kinds of city organization which are to be found in Illinois? Which is the most widely used?
5. What is the difference between a city and a village?
6. What is usually the title of the chief executive of a city?
7. The city council is the _____ department of the city. (legislative, executive, judicial).
8. Why does the city government of Chicago differ from that of other cities in Illinois?

Suggested Activities

1. Find out what kind of county organization you have in your county; and list your county officers, together with the duties of each.
2. If you live in a municipality, find out what kind of municipal government you have, and list your principal municipal officers, and tell what their duties are.
3. *Group Activity.* Perhaps your teacher can arrange for your class, or a selected committee from your class, to visit your municipal, or county offices. If only a committee is convenient, they can report back to the class about their visit.

CHAPTER XXIV

YOU AND YOUR ILLINOIS GOVERNMENTS

PREPARATORY NOTE: There are over eight and one-half million people in the state of Illinois. No one of these has the power, alone, to decide what kind of government we shall have, or who shall be selected to direct it. Yet every qualified voter may have a part in making such decisions. Acting together as qualified voters these individuals become "the people of Illinois." As such, they have the power to determine not only the plan of government but also who the public officials shall be. So you can see that the kind of government we have depends on how wisely the voters use their power. Men struggled for centuries to gain the use of their right to govern themselves by voting. That right we must carefully guard, and wisely use, or it may be lost again. In this chapter let us see how we use our vote in selecting our public officials.

Your Voting Precinct. Somewhere in your neighborhood, whether you live in a city, a village, or on a farm in a rural area, there is a building which on certain days, almost every year, becomes more important than the county courthouse, the state capitol, or any other public building. It may be a private home, a fire station, a school, a lodge hall, or a general store. That is not important. The important thing is that for this particular day it is the place where the voters of your neighborhood decide whom they wish to select to carry

out some kind of public service. No matter what public official is being selected, be it the President of the United States, or a local township or village official, the voter who votes here in his voting precinct, is



Ewing Galloway

Agricultural Wealth in Rural Illinois

exercising a privilege and fulfilling a duty by taking part in self-government.

The boundaries of your voting precinct are established by law and may enclose a fairly large area such as a township in a rural neighborhood where few people live. If a township has more than eight hundred voters living in it, it is divided into two or more precincts. In a city, where many people live close to-

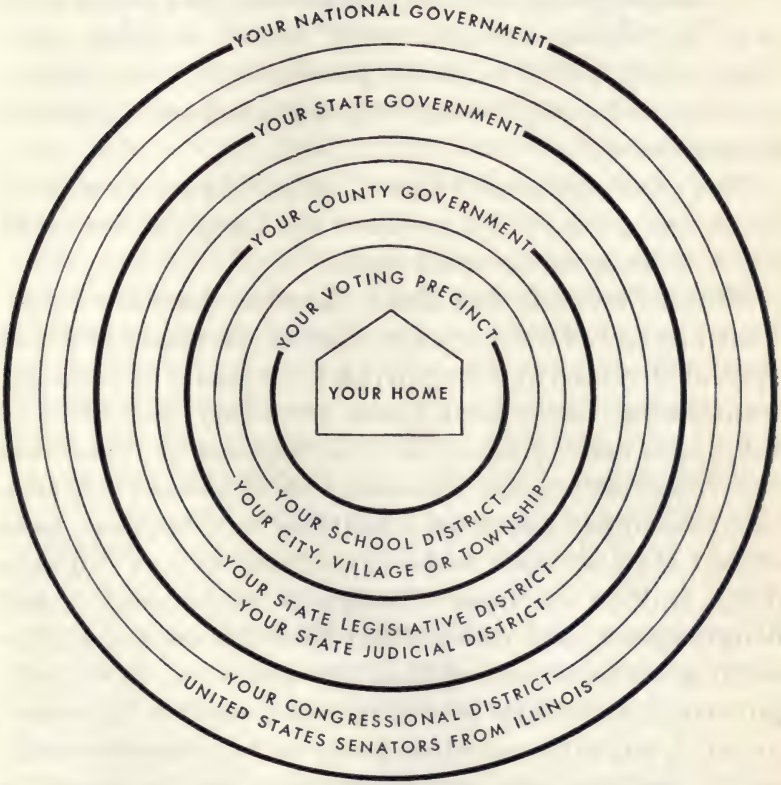
gether, your precinct may be smaller in area. In counties governed by county commissioners, there are, as you know, no townships. In these counties, election precincts are established and their boundaries are determined by the county commissioners.

Who May Vote. Any person who is twenty-one years old and a citizen of the United States, may vote in Illinois, provided he has lived in the state for one year, in his county for ninety days, and in his voting precinct for thirty days. However, any person who has been convicted of a major crime loses his voting privilege, unless it is restored by a pardon.

While all persons who meet these requirements are eligible to vote, the law provides for the registration of all such persons before they are qualified voters. *Registration* is required to make sure that no person abuses his voting privilege by attempting to vote more than once. There are two types of registration procedure. In larger cities, all elections are carried on by a board of election commissioners. This board selects certain days, some time before the election, when the voters may register, or place on the list of voters their names and places of residence. On election day each person who comes to vote is checked against the registration list and no one can vote in the election who has failed to register. The registration law makes careful provision for proper identification of each person who applies for registration, to insure that the voting in the election will be fair and honest.

In smaller cities, towns, and villages, where nearly all voters are known to the election officials, the reg-

istry lists are made up of the names of those who voted at the preceding election. Voters have an opportunity



The Political Units in Which You Live

to make sure that their names are on the registry lists and under certain circumstances a voter may swear in his vote at election time if his name has been left off the list.

Elections. As you know, you are a part of a number

of different units of government, local, state, and national. Your voting precinct is the center of each one of them. When you become a voting citizen you will have the privilege and duty of taking part in the election of officials for your local school district, your local village, city, or town government, your county government, your state government, and your national government.

The chart on page 345 will help you see how your home and your voting precinct are truly the center of all of these governmental units.

When Elections Are Held. Election days are established by law. There are five *general election* days, and special elections may be provided for under certain circumstances. Every four years, counting from 1956, on the *first Tuesday after the first Monday in November* the voters select the President of the United States, the vice-president, representatives to Congress, most of our state officers, and some of our county officials. Thus, in 1956 we chose a President, vice-president and congressmen, and one United States senator. In the state government we elected our governor, lieutenant governor, secretary of state, state auditor, attorney general, our state senators from even-numbered senatorial districts, our state treasurer, and representatives to the General Assembly. In our counties we chose the county recorder, county auditor, state's attorney, clerks of the circuit court, and clerk of the superior court of Cook County. All of these officials serve four-year terms except the state treasurer, state representatives, and congressmen.

On that same Tuesday in November in 1956, we elected representatives to Congress, the state treasurer, state senators from the even-numbered districts, state representatives, the state superintendent of public instruction, county clerks, county treasurers, county judges, county superintendents of schools, sheriffs, probate judges and probate clerks. Except for representatives to Congress, representatives to the General Assembly, and the state treasurer, these officials serve four-year terms.

Representatives to Congress, the state treasurer, and state representatives are elected for two-year terms, so they come up for election in all even-numbered years.

United States senators are elected for six-year terms. One was elected in 1950. His office was filled by election again in 1956. The other was elected in 1954 so his office will be filled by election again in 1960.

Various judges and clerks in our judicial system are elected at this November election, in various years, depending on the dates when their terms expire. We may also vote on proposed constitutional amendments and special proposals of various kinds at this general election.

Another election day is the *first Monday in June.* On this day the judges of the state Supreme Court are elected in certain years. Judges of the state Supreme Court serve for nine years, and are elected every nine years counting from the year when the office was last filled by election. Judges of the circuit courts, and those of the superior court of Cook County, are also

elected at this election in years specified in the election laws.

On the *first Tuesday in April* in the odd-numbered years, elections are held for most town and village governments, as well as for governments in certain cities. While some of the officials elected at this time serve four-year terms, others serve only two years, so this election is held in every odd-numbered year.

On the *third Tuesday in April* in odd-numbered years, elections are held for officers in villages of less than 50,000 people, and in all cities except those whose elections are held on the first Tuesday in April.

On the *second Saturday in April* every year, elections are held for school directors and members of boards of education whose terms expire. This election may be changed to the first Tuesday in April by the adoption of an ordinance so changing it, in certain cities and villages.

Nominations of Candidates. A person who is running for a public office is called a candidate. Not only does the voter have the privilege of helping to select one of several candidates to fill each office, but he may also help decide who shall be the candidate for the office. The process of selecting the candidates is called nominating, or making *nominations.*

Methods of Selecting Candidates. Some candidates for public office may be selected by a *party caucus.* A party caucus is a meeting of the members of a political party, at which the candidates of that party for various offices are selected.

Another method of selecting candidates is the *pri-*

mary election. A primary election is an election within a political party at which party members vote to decide who their candidates shall be. The regular election officials and polling places are used. Any voter can vote in a party's primary election if he declares himself a member of that political party. If he votes in a party's primary he cannot vote in the primary election of any other party for two years. Of course the voter is free to vote for the candidates of any party he prefers in the general election. Any group that cast five per cent of the total vote at the last general election is considered a political party and may hold a primary election. Any qualified person may have his name placed on the ballot at a primary election, provided he can get a large enough number of people to sign a petition requesting that this be done. The person receiving the highest number of votes for each office in the primary becomes the party's candidate for that office.

A person may have his name placed on the regular election ballot by *petition.* Any qualified citizen who can get enough voters to sign a petition requesting that it be done, may have his name placed on the regular election ballot. The number of signatures required depends on the importance of the office. For a state office the petition must have the names of at least 25,000 qualified voters, properly distributed over the state. For local offices the number of names on the petition must be between five and eight per cent of the votes cast at the last preceding election.

Candidates for judges of the Supreme Court, and

for trustees of the University of Illinois, are selected by *political party conventions.*

Political Parties. It is important that every citizen help select candidates by taking an active part in the work of some political party.

Sometimes we hear charges that political parties are guilty of unfair, and perhaps dishonest, practices in the selection of candidates. We must remember that the people have only themselves to blame, where these conditions exist, for the voters themselves have the final voice in determining how the affairs of their political parties are conducted. Every citizen has the duty and responsibility of taking an active part in the affairs of some political party if we are to have better self-government.

The affairs of each political party in Illinois are directed by an organization headed by a state Central Committee, consisting of twenty-six members, each representing one of the twenty-six congressional districts. Working with, and in support of the state Central Committee, are the county committees, one for each county. Through the county committees, the organization extends into every voting precinct in the state, so that every voter may, if he will do so, take part in the affairs of the party of his choice.

Voting Is Secret. You have learned how candidates for public office are selected, and when elections are held. The work of holding an election is carried out by election officials provided for by law. Every effort is made and every care taken to make sure that the voter's ballot is secret, and that no false or illegal

ballots are cast. The secret ballot is the key to our whole system of self-government.

Absentee Voting. If a qualified voter is unable to be present and vote in person, he is allowed to vote an absentee ballot. He must get the necessary blanks from the proper officials before the election. He fills the blanks out before a notary public and mails them so that they will reach the election officials on or before the day of the election.

Other Methods of Selecting Officials. While most of our important state offices are filled by election, a great number of public officials, particularly in the executive department, are selected by *appointment.* For example, as you know, the heads of the administrative departments in the executive branch of our state government are selected and appointed by the governor. Many other administrative and executive officials in state and local government are appointed by elected officials. This has proved to be a very satisfactory method of selecting officials whose work is such that specialized training is required.

Many workers for the government who fill clerical positions and other types of positions requiring special skills, are selected by *civil service.* Under this plan applicants for certain positions take an examination to determine their fitness for the work. Those who show the best mastery of the skills required are placed in the positions, and may not be removed except for dishonesty or some other serious cause. This plan has resulted in a better quality of public service and is used to select many of our public employees.

Test and Study Exercises

Aids to Learning

1. Remember that through voting in their local voting precincts, the citizens of Illinois can determine the kind of government, good or bad, that they may expect.

2. Notice that your local voting precinct is the center of all of our various units of government.

3. Keep in mind the fact that nomination of candidates is just as important to good government as their election.

Test Exercises

1. At which general election are most officials selected?
2. How many different general elections are provided for in Illinois? On what days are they held?
3. What are the qualifications for voting in Illinois?
4. How may candidates for offices be nominated?
5. Explain how a primary election is held.
6. What, if any, control has the voter over the selection of appointed officials?
7. Is it important for a citizen to take part in the affairs of a political party? Why or why not?
8. Do you think selection of public employees through civil service is wise? Can you see any objection to such a plan? Why?
9. May a voter cast his ballot if he is to be away from his voting precinct on election day? How?

Suggested Activities

1. Prepare and give a report to the class on the method of selecting officers in your student government. Show how this plan compares with the method of selecting public officials.
2. Make a map showing the boundaries of your local voting precinct. Find out where the voting is done in the precinct. Show the location of this place on your map.
3. Find out how many registered voters there are in your precinct. How many voted in the last general election?

CHAPTER XXV

GOVERNMENT'S SERVICES IN ILLINOIS

PREPARATORY NOTE: Governments exist because we have learned that by working together under certain rules, we can provide benefits and services for ourselves which no one of us could have by working alone. In this chapter we will learn something about the benefits and services we provide for ourselves through government. Remember, as you read this chapter, that every service governments provide is provided because a majority of the people demand it. It is the responsibility of every citizen to be sure that every service he demands of his government is of benefit to all the people, not to just a few groups or individuals.

Service by Every Unit of Government. You know that you live under a number of different units of government and that each of these units of government renders some service to you. These services include almost every kind of benefit you can think of, from protection by the United States military forces, under the national government, to the collection of ashes and garbage in the village in which you may live.

In general these services of government can be divided into two groups. First, services of the national government, and second, services of the state. Each unit of local government also renders service to the people. However, each of these units of local gov-

ernment gets its power from the state and acts as an agent for the state in serving the people. Much of the state's service comes to us by way of our local units of government.

Services of Our National Government. There are two types of service provided for the people of Illinois by the national government. First are those services which come directly from the national government, such as the postal service, the service of the federal reserve banking system, and military protection by the military forces of the United States.

The second type consists of money granted to the state to be used by the state for service to the people. This sort of service is called *federal aid.* During the two-year period from July 1, 1951 through June 30, 1953, $254,312,453 in federal aid was distributed by your state government.

This federal aid is used by the state for certain purposes set up by the national government. For example, the United States government matches Illinois dollar for dollar for old age pension awards. That is, if Illinois appropriates $30,000,000 for old age pensions, the United States government will add another $30,000,000 for this purpose. The Illinois Public Aid Commission will distribute the money to those entitled to receive pensions.

Other services of the state which receive federal aid, include highway construction, conservation, and certain types of educational services.

Services of Our State and Local Governments. The services of our state and local governments can be

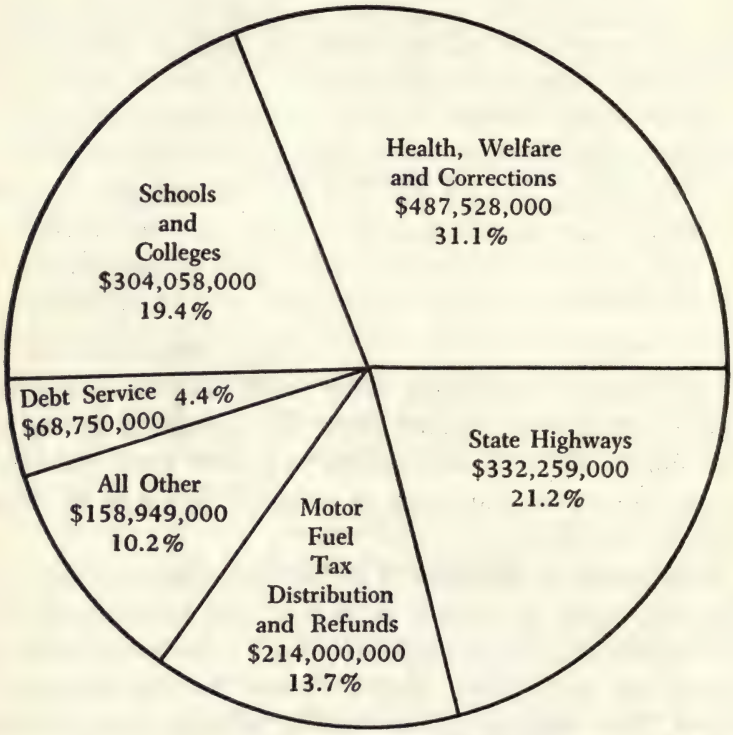
grouped under seven general heads which are listed below. A financial program is worked out by the state for a two-year period to provide for these services. The amounts to be spent for each in the period from July 1, 1953 to June 30, 1955 are shown below. The

Health, Welfare, and Corrections	$ 487,527,691
Schools and Colleges	304,058,225
State Highways	332,258,848
Motor Fuel Tax Distribution to Local Governments	186,300,289
Motor Fuel Tax Refunds	27,700,000
Debt Service	68,750,339
All Other	158,949,362
Total	$1,565,544,754

actual money spent may vary from the plan outlined here if the income varies from the estimated amounts. The chart on page 356 shows you how much of each dollar spent by the state is allotted to each of these types of services.

Education in Illinois. The public school system of our state had its origin in one of the sections of the Ordinance of 1787, which said "....., schools, and the means of education, shall forever be encouraged." Since that beginning, public education has always been one of the principal services the state renders her people. The educational program of our state includes elementary schools, high schools, colleges and universities. There are also special educational services of various kinds. Much of the states's part in bringing education to her people is carried out through the local units of government. The state distributes funds to local school districts for their use in oper-

ating and improving their local schools. These funds are distributed to the local units under a plan which



State of Illinois, Department of Finance

Where Your State's Dollar Will Go (1953-1955)

helps assure that every child in the state will have an equal opportunity for education. The state also helps the local districts with the cost of educating children with certain types of handicaps, and with other kinds of special education.

Your Local School District. There are 2,998 local school districts in Illinois. Each one of these districts manages its own affairs, through a local school board elected by the people. This board may consist of from three to seven members, depending on the kind of district. In a rural or urban district there are three *school directors;* in a township or community high school district the *board of education* has five members, while in a city elementary district the *board of education* usually has seven members.

Members of school boards serve without pay. They have power to levy taxes, they handle the affairs of the school district and employ all persons needed to operate the schools. They are responsible to the people for the conduct of the schools.

The local districts are required to raise a part of the money used to run their schools. They cannot rely on state funds alone. For example, a local district cannot receive money from the state's special equalization fund unless the district has levied a certain amount of tax on property within the district.

In a previous chapter you learned something of the duties of the county superintendent of schools. You know that he co-operates with the local school districts on the one hand, and the state superintendent of public instruction on the other. These two officials work with the local school districts in a number of ways. Remember, however, that the management of the affairs of the local district rests with the local school board.

Higher Education. Your chance to get educational services from the state does not end when you graduate

from high school. In a number of local high school districts you may attend a junior college. Here you may secure two years of college training within the district.

State Colleges. There are also a number of state



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Northwestern University's Charles Deering Library

institutions of higher learning. Illinois State Normal University is the oldest of these state colleges. It was established in 1857 at North Bloomington. This town is now called Normal. Southern Illinois University, at Carbondale, was established in 1870, and Western Illinois State College, at Macomb, was authorized in

1899. Northern Illinois State College, at De Kalb, and Eastern Illinois State College, at Charleston, were both established in 1895. These five colleges are under the supervision of the Department of Registration and Education. The funds for their operation are supplied by the state.



Ewing Galloway

Home Economics Building at the University of Illinois

The University of Illinois. The University of Illinois had its beginning in 1867 as the Illinois Industrial University. It became the University of Illinois by act of the General Assembly, in 1885. It is under the direction of a board of eleven trustees. Nine of these are elected by the people, while the other two are the governor and the superintendent of public instruction. The University is located in Urbana-Champaign, but

there are undergraduate and professional divisions located in Chicago. Other divisions are operated at various parts of the state when needed. The University is supported by the state, and provides a wide range of educational opportunity at the advanced level. It is



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Harper Memorial Library—University of Chicago

recognized as one of the nation's outstanding schools.

Privately Endowed Colleges and Universities. Besides these state supported colleges and universities, Illinois has a number of privately endowed institutions of higher learning. Privately endowed institutions are not supported by the state. They depend

upon gifts and bequests from former students and friends for support. Students usually pay a higher tuition, or fee, than they would at a state school. *The University of Chicago,* and *Northwestern University,* at Evanston, are schools of this type. They are recognized as two of the great universities of the nation. Other such institutions are *Loyola University, De Paul University,* the *Illinois Institute of Technology, Bradley University, James Millikin University, Rockford College, Mundelein College,* and other fine schools.

Public Welfare. A large part of the amount spent for public welfare is used to help the unfortunate, the aged, the blind and those who are otherwise unable to help themselves. Through the *Public Aid Commission,* which operates under the direct supervision of the governor, assistance is given to the aged, the blind, the disabled, and dependent children. It also provides emergency relief to those in need of help. Approximately $274,665,000 will be spent in the biennium (two-year period) 1953-1955 for public assistance under the Public Aid Commission. Much of this amount will be handled through local governments.

The Department of Public Welfare serves the needs of those who are mentally ill, handicapped, dependent, or otherwise in need of assistance. The state maintains hospitals and institutions to care for these unfortunate people. There are institutions for the mentally ill, homes for veterans, schools for the blind and deaf, a children's hospital and school, and a temporary home for dependent children. Educational and corrective

services are also provided to help many learn to live effectively in spite of their handicaps. Appropriations for this department for the biennium ending June 30, 1955 total $138,426,386.

The *Department of Public Safety* serves the people of Illinois by protecting their life and property. Through its various divisions it works to prevent crime and provides a state-wide agency for law enforcement. It operates the state prisons and correctional institutions. Under its supervision we find the *Illinois Highway Maintenance Police.* Their Mobile Crime Laboratory and state-wide radio network, help the local law enforcement agencies prevent, detect, and solve crimes. The state police are also responsible for traffic supervision, on our state highways. The *Division of Fire Prevention* in this department helps people learn how to prevent fires, and works with local firemen to develop better methods of fire fighting. The *Division of Correction* is the paroling authority of the state. It does much to help those convicted of crime re-establish themselves as worthwhile members of society.

A newly-created agency under the jurisdiction of the Department of Public Safety is the Youth Commission. This agency has been created to help curb juvenile delinquency and to provide improved rehabilitation of juvenile delinquents in Illinois. It co-operates with local organizations in providing wholesome activities through boys' clubs, camps, and similar means. The three correctional institutions for juveniles are also administered by this commission.

Highways. Illinois was one of the first states to recognize the need for a state-wide system of paved highways. Today her 14,000 miles of state highways provide one of the finest road systems to be found in any state.

To build and keep up the state highway system, the state has established the *Division of Highways,* in the *Department of Public Works and Buildings.* It maintains a research laboratory, where different types of road materials are constantly being tested. This helps make sure that the best possible kind of road building is done. The Division of Highways also maintains 14 state garages where state automobiles, trucks and machines are kept in repair.

In order to make the state's highways as useful and as safe as possible, plans for highway construction are constantly under study. Careful planning and design can do much to avoid traffic problems, particularly in congested areas around cities.

Other Areas of State Service. In addition to education, welfare, and highways, there are many other areas of state service. The supervision of public water supplies and enforcement of rules about sanitation, are important to the people of the state. The *Department of Public Health* is responsible for these, and other health services. It also helps people learn how to protect themselves and their communities against disease. It works to control outbreaks of disease, and collects information about the health of the people of the state. By gathering such information, and studying it the Department of Public Health is able to tell

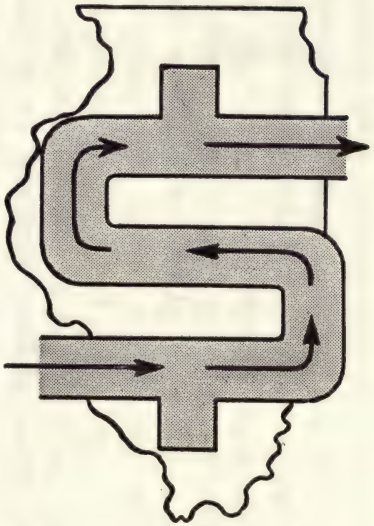
FINANCIAL PROGRAM

For the 68th Biennium

1953 - 1955

ESTIMATED RESOURCES

Retailers' Occupation Tax	$394,000,000
Federal Payments	239,108,000
Motor Fuel Tax	252,700,000
Motor Vehicle Lic.	142,200,000
Other Receipts	333,509,000
Available from Treasury balances	229,022,000
Total	$1,590,539,000



APPROPRIATIONS

$1,565,544,000	Total
$ 487,528,000	Health, Welfare, & Correction
304,058,000	Schools & Colleges
332,259,000	State Highways
214,000,000	Motor Fuel Tax Distribution & Refunds
68,750,000	Debt Service
158,949,000	All Other
(24,995,000)	Estimated Unappropriated Resources

Includes all funds of the State Treasury except Revolving and Trust Funds. All amounts are rounded to nearest thousand dollars.

State of Illinois, Department of Finance

what kind of health services are most needed by the people of the state.

At one time the control of such communicable diseases (diseases easily passed or communicated from one person to another) as typhoid fever, small pox and diphtheria, was the most serious health problem. While this problem was being solved it became clear that many diseases and ailments could usually be prevented by cleanliness and sanitation. Also, it was learned that a healthy person who ate proper food and practiced good habits of living was much less likely to become ill. As a result, much of the work of state and local health departments in recent years has had to do with helping people learn about nutrition (eating proper food) and sanitation.

During the past few years it has been found that more effective health services can often be provided through a county, or other local health department. Almost twenty-five counties in the state now have local health departments. They cooperate with the state health department to protect and improve the health of the people in their districts.

An *employment service,* and a plan of *unemployment insurance* are provided by the state. These, and other services having to do with the safety and protection of workers, are under the direction of the *Department of Labor.*

Other departments as well as various boards and commissions administer laws which regulate business and industry. Such regulation is necessary to protect the people from selfish groups and individuals and the

state has been given the responsibility for doing so. Such services as the *public housing program,* the statewide *airport plan* and *veterans' benefits,* recently provided for, prove that Illinois is awake to the needs of her people.

The Local Governments. Many kinds of services are provided by our local units of government. In general, these are services that can be handled best by local communities. Such services include water service, sewage disposal, street cleaning and repair, local police and fire protection, and garbage disposal.

Test and Study Exercises

Aids to Learning

1. Remember that all government services are services that the people provide for themselves, through the agencies of government.

2. Note that the people make use of all units of government, local, state, and national, to provide services for themselves.

3. Keep in mind the principal kinds of services provided through the various units of government.

Test Exercises

1. Name some of the services people of Illinois receive through the national government.

2. What type of services will require the largest part of the state's dollar in 1953-1955? What part of the dollar will be used for this purpose?

3. Name the two types of service that will require the next largest amounts of state money in 1953-1955. What part of the state's dollar will each of these use?

4. Name as many institutions of higher learning as you can which are located in Illinois.
5. Which of the institutions you listed in question 4 are largely state supported?
6. Name two types of state services which are carried on partly through local units of government.
7. List some of the duties of the Illinois Highway Maintenance Police.
8. How many miles of highways are there in the Illinois state highway system?
9. What unit of government has control over your school?

Suggested Activities

1. Make a report to the class on your own school district. Give such information as the names of the members of the school board, the number of schools, number of teachers, number of pupils, the total amount of the budget for this year, and any other facts which are of interest.
2. Select one state service and learn as much as you can about it. Then report on it to the class.
3. *Group activity.* The class, or a group of students, may construct a graph showing how much the state will spend on each of the major areas of service in 1953-1955 as shown on page 355.

CHAPTER XXVI

FINANCING ILLINOIS GOVERNMENTS

PREPARATORY NOTE: In the last chapter you learned of the great number of services our governments perform for the people. Every one of these services must be paid for by the people. In this chapter we shall learn how our governments raise the money to do so.

Remember, a citizen does not receive government services free, as a child receives his food and clothing. Rather, the citizen pays for them, through some form of taxes, just as you now must pay for some of the things you like to have.

Government Services Must Be Paid For. Think of all the services provided by various units of government which you learned about in the last chapter. Each of these services has to be paid for by the people, either when they are performed, or sometime in the future. The money used to pay for such services is either secured through *taxes, borrowing,* or by selling *bonds.*

Taxation. The power to tax is granted to governments by the people. Article IX of our state constitution deals with the power of taxation, and establishes certain limits on its use. For example, section 8, of article IX limits the tax rate which may be established by counties. Section 12 limits the size of the debt which may be incurred by local units of government. Sec-

tion 9 of article IX makes provision for the use of the taxing power by cities, towns, and villages.

Kinds of Taxes. Article IX, section 1 of the state constitution provides:

> The General Assembly shall provide such revenue as may be needful by levying a tax by valuation, so that every person and corporation shall pay a tax in proportion to the value of his or her property . . .

This section provides for the general property tax. This tax is one of the principal sources of revenue, or tax money. It is largely in the hands of the local units of government.

The General Property Tax. If you were a property owner in Illinois, the fair value of your property would be determined by *assessment.* This is done in most counties by the township assessor. In Cook County and St. Clair County property is assessed by a special board of five assessors who are elected. In the 17 commission governed counties, assessments are made by the county treasurer, or by an assessor appointed by the county board. Personal property is assessed each year, real estate (land and buildings) is assessed every four years. If you think your property is assessed unfairly, you may appeal to the board of review. This board may make changes in assessed valuation to assure fair and equal assessments. This process of adjusting assessments is called equalization.

When the assessment is made, and equalized, it becomes the base upon which your property will be taxed by all units of government. You will pay your taxes, for all the districts in which your property is located, on its assessed value.

When all the property in your county has been assessed, the county clerk determines the rate of tax for each district. Then he determines your tax for each district from which your property receives services, and sends you your total tax bill. This total amount you must pay to the county collector. If you do not pay your taxes within the time allowed, your property will be sold to pay the taxes due on it.

When the taxes are collected, the county officers distribute the money to the units of government entitled to it. Each unit receives its proper share, and uses it to pay for the services it gives.

During the early years of government in Illinois the general property tax supplied the revenue for all units of state and local government. However, the demand for government's services and the cost of the services increased. It became clear that it would be unfair, if not impossible, to pay for all the services of government through this one tax. Because of this, other kinds of taxes came into use, and today the general property tax is used almost entirely to pay for services of local government.

While the general property tax furnishes a large part of the revenue for local units of government, there are other kinds of taxes used to support them. Cities, towns, and villages may charge license fees for permission to carry on a trade or business within the municipality. Fines assessed for violation of law are paid into the treasury and used to meet the cost of government. Certain public officers are permitted to charge fees for their services. These, and other sources

of revenue are used by most local governments. In addition, a part of the money collected through the taxes levied by the state is returned to counties, municipalities, and school districts.

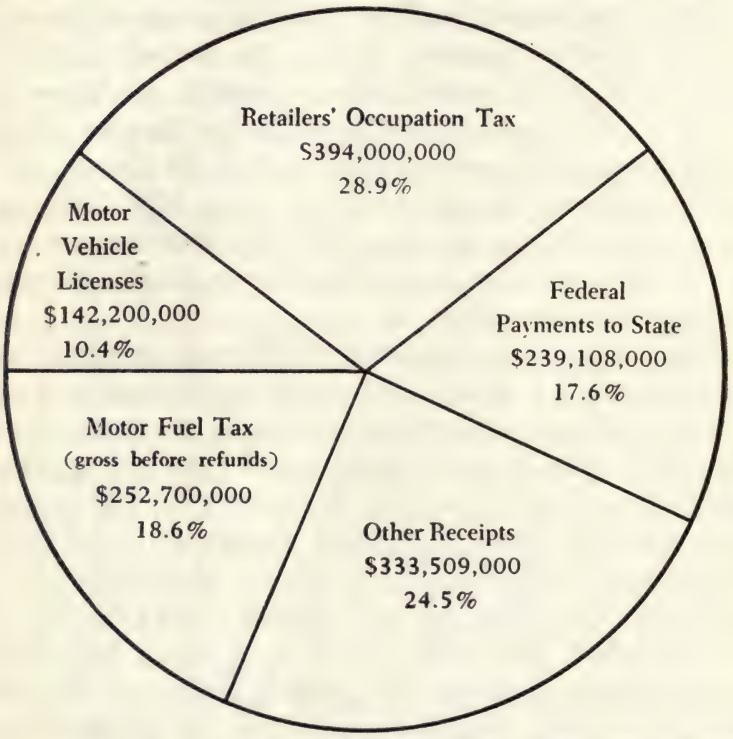
Retailers Occupation Tax. This tax is one of the best sources of state income. It is a tax levied upon the amount of retail sales made in nearly all types of business. It is paid by the buyer at the time he makes a purchase, and is passed on to the state by the operator of the business. In the two-year period 1953-1955 this tax is expected to produce $394,000,000. As you can see on the chart on page 372, this is 28.9% of each dollar your state takes in.

Motor Fuel Tax. This tax, which you may know as the gasoline tax, is used for special purposes, and the money collected under it goes into a reserved fund. The tax is paid on every purchase of gasoline, or other motor fuels, and is paid by the buyer, to the person who sells the fuel. The seller accounts to the state Department of Revenue for the tax he collects. It is estimated that this tax will produce $252,700,000 in the biennium 1953-1955, or 18.6% of every dollar the state collects in taxes. The money collected through this tax is used almost entirely for the construction and maintenance of the state's system of highways, and the roads and streets in local areas. Of the amount collected, $186,300,000 will be passed on to the counties and municipalities for their use.

Motor Vehicle Owners and Operator's Licenses. Fees from this source are also reserved funds, and are used for certain purposes. This tax is expected to

produce $142,000,000, or 10.4% of the state's dollar of income in the two-year period 1953-1955.

Cigarette Tax. This tax is paid on every package



State of Illinois, Department of Finance

Where Your State's Dollar Comes From (1953-1955)

of cigarettes purchased in the state. It is paid to the seller, who must account to the state for the money collected. It will bring in approximately $66,000,000 in the biennium 1953-1955.

Liquor Tax and License Fees. This tax is similar to

the cigarette tax. It is paid by the purchaser and the seller accounts to the state for it. The state also collects a fee for granting a license to sell liquors.

Public Utility Tax. This tax is paid by all public utilities operating in the state. A public utility is a private firm which provides some public service, such as telephone service, electric power, or water. About $50,000,000 will be collected from this source, all paid into the general fund.

Insurance Taxes and Fees. The amount of income expected from this source is expected to be $37,300,000, all of which will be paid into the general fund.

Other Sources of State Revenue. While the taxes discussed above produce the largest part of the money collected by the state, there are a number of other types of taxes which will bring in substantial income. The *Inheritance Tax* is a tax on all money or property, over a certain amount, which anyone inherits. The tax does not apply to small amounts of property. A tax on horse racing is another source of revenue for the state. The *Illinois Central Railroad Franchise Tax* is a part of this group of sources of revenue, as are a number of other franchise taxes, licenses, and fees. You will notice on the chart on page 372 that 17.6% of every dollar of the state's income comes from the national government. This money consists of federal aid for definite purposes, and will amount to approximately $239,108,000 in the biennium 1953-1955.

Bonds. A bond is a promise to pay a certain sum of money at a certain time. Suppose your school district decides that a new school building should be built.

It can issue bonds, which are sold to those who have money to invest. The tax rate is raised enough to pay the interest, and put aside enough money each year to pay off the bonds when they are due. The money received from the sale of the bonds will be used to build the new school.

Most of our public buildings, our highways, and other large state construction projects are paid for in this way. However our constitution in section 18, article IV provides that the state cannot incur debts in excess of $250,000 unless the debt be approved by a vote of the people. There are definite limits placed on the amount of debt a unit of local government may assume. This is done in section 12, article IX of our constitution. In recent years the people of the state have voted for a number of bond issues.

Taxation and Government Service. You know that governments give to the people the services they demand. You know that the number of services demanded by the people has increased in recent years. Soon you will have a part in deciding what services people should demand of their governments.

You must decide wisely what services you should provide for yourselves through government. You must plan well to make sure that these services will be paid for in some fair way. Remember—no government service comes to you "free". The services rendered by governments are services that "the people" buy for themselves.

Test and Study Exercises

Aids to Learning

1. Remember that all services provided through units of government must be paid for by the taxpayers.

2. Notice that every person pays some kind of tax to help pay for government service.

3. Note the use of bonds to finance public projects which are too big to be paid for immediately out of current tax income.

Test Exercises

1. What tax is the principal source of revenue for local governments?
2. What tax produces the most income for our state government?
3. Name four other taxes used by the state government to raise money.
4. What is meant by assessment of property?
5. How often is real property assessed?
6. Which of the state taxes do you think is the fairest? Why?
7. Name some sources of income, aside from the general property tax, which are used by local governments.
8. Why has the cost of government increased in recent years?

Suggested Activities

1. Make a list of the various purposes for which property is taxed in your neighborhood. Find out the tax rate for each purpose, and the total tax rate.
2. Find out how much of your local school district budget is raised by local taxes; how much is received from the state.
3. *Group activity.* The class and the teacher may select one of your local units of government, such as your village, city, township, or county. Find out how this unit raised its money for the last tax year, and what the money was used for. Make a circle graph like the one on page 372 showing these facts.

CHAPTER XXVII

OUR ILLINOIS

PREPARATORY NOTE: Suppose, while you were on a visit in another state, a friend should say "Tell me about living in Illinois." How would you answer? You might say that living in Illinois is watching a fussy tug coax a ship past an open drawbridge on the Chicago ship canal. You might say that it is watching a mine crew come off shift at the world's largest coal mine; walking past a rustling field of corn; or standing in the street of restored New Salem and thinking that here Abe Lincoln lived and worked before the mark of destiny was on him. Truly our Illinois is a state of many scenes, many industries, and much wealth and opportunity. It offers much to those who will call it home. Let us explore our Illinois to learn of her resources, her cities and her people.

A State of Varied Scenes. With Lake Michigan on her shoulder, and the Ohio River at her feet, Illinois extends almost 400 miles from her northern boundary to "Little Egypt" in the south. Her area of 56,400 square miles is greater than that of some whole nations. Her population of over eight and one-half million is the fourth largest of any state in the Union. The sprawling, industrial giant that is Chicago is the center of the commercial life of the Midwest. Lake

Michigan, which provides a waterway linking the east



Ewing Galloway

A Steamer Crosses Chicago's Michigan Avenue

with the west, has been a big factor in Chicago's development into the nation's second largest city.

However, Chicago, with her commerce and industry is only a part of Illinois. To the south lies a broad, fertile prairie, producing farm products which are the envy of many another state.

Beneath the surface of her fertile prairie soil, lies



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Industrial Area in a Busy Illinois City

untold mineral wealth. Coal, oil and gas all add to the resources of Illinois, which are swelled by other mineral deposits.

While four-fifths of the area of the state is available for farming, almost three-fourths of her people live in villages, towns, and cities throughout the state.

Over a million and a half of them live in towns and cities outside the Chicago area.

Resources. While industry and commerce are the lifeblood of the Chicago area, other cities throughout the state also contribute their share to the industrial and commercial life of the state. Cities like Peoria, Moline, Decatur and Springfield add to the stream of finished products which pours out of Illinois to the markets of the nation.

Minerals. The mineral resources of Illinois are one of the state's major assets, and are partly responsible for the development of her industries. Only two other states exceed our coal production. A recent year saw 65,000,000 tons mined; almost one-sixth of the world's supply.

Oil and gas make up the second most valuable group of Illinois mineral resources. The oil and gas fields are centered around the south central part of the state. Since their discovery they have produced over a billion barrels of oil. Deposits of fluospar, zinc, lead, as well as rock and clay add to the state's mineral resources.

Agriculture. Although three-fourths of the people in Illinois live in cities and towns, the farms of the state are one of its richest possessions. There are over 200,000 of them, and they produce nearly every kind of commercial crop except citrus fruit. A recent year saw almost two billion dollars worth of farm products produced in the state.

A large part of this farm income was from livestock and livestock products. While Illinois is not known

as a cattle ranching state, she ranks seventh among the states in the average number of cattle on her farms. Illinois has a bountiful corn crop, and is near the cattle markets of Chicago. As a result many cattle are shipped in from other states, and fattened for market on Illinois corn.

Dairying is also an important industry in Illinois and adds much to our agricultural wealth.

Hogs, chickens, turkeys, bees; in fact all the things that go with good farm living, are produced in abundance. The use of electricity in most farm homes has enabled the farm to become an even better place to live.

Recreation in Illinois. The resources, industry and commerce of Illinois make it a good place to earn a living. The people of our state have made it a good place to play, as well.

Conservation of Wild Life. Under the direction of our Department of Conservation, fish and game are being increased. A statewide program of lake development and construction is under way. At the same time, the department has been working with the United States Forest Service to re-establish and protect our forests. For those whose recreation is hunting, fishing, or studying wild life, Illinois has much to offer.

State Parks. Another kind of recreation which you may enjoy is made possible by the system of state parks. Under the supervision of the state Department of Public Works and Buildings are forty-one state parks, and twenty-eight memorials. These cover a total area of over 27,000 acres. Some of these parks and memorials have been set aside by the state because

they have historical interest. One of these is Starved Rock State Park in La Salle County where La Salle built Fort St. Louis in 1682. Another is Fort Chartres State Park in Randolph County, where we find much of the old French fort, built in 1753, restored to its



Ewing Galloway

Starved Rock State Park

original form. The magazine, built by the French for gunpowder storage, is still standing. There is Jubilee College State Park, in Peoria County, where you will find one of the state's early college buildings.

Other state parks have been selected for their natural beauty alone. Cave-in-the-Rock, in Hardin County,

or Matthiessen State Park Nature Area, are examples of this type of recreational area.

Local Opportunity for Recreation. Probably you know about most of the recreational opportunities in your neighborhood. Almost every city, town, village, or neighborhood provides opportunity for recreation. Nearly all municipalities have established parks, and playgrounds. Municipal golf courses, tennis courts, and sometimes swimming pools are available for your use. Youth organizations such as Boy and Girl Scouts, Camp Fire Girls and 4 H Clubs, all add to your opportunity for worth-while work and play.

Illinois One of Many States. You can, and should, be proud of your Illinois citizenship. In these last few chapters you have learned why you should have such pride in your state. However you must remember that Illinois is only one of forty-eight states. Each one of these states is the instrument of government set up by the people to serve their needs just as Illinois serves yours. Long ago all the people, in all the states, decided that there were certain kinds of service which no one state could give satisfactorily. That is why the states banded together to form the United States of America. The people of each state granted certain powers of government to our national government, and, of course, kept the right to decide how these powers were to be used, and who should use them.

Federal Services in Illinois. Think how inconvenient it would be for you if each state had its own postal system. A letter to another state would have to be handled by a different postal service in every state it

passed through. On the other hand, the United States Post Office takes a letter from your corner mail box, to any one of the millions of people in the United States and will do it for three cents. Other types of services are also provided by the national government. To give these services there are a number of different groups of United States officials who work in Illinois. The United States courts hold court in Illinois, but they deal only with matters related to the services of the national government. There are many administrative departments of the national government operating in Illinois.

Your Responsibility to Your National Government. As you know, when the people establish any unit of government to serve them, they are responsible for it. Since the people of all the states joined together to establish the national government, each person in Illinois, as well as in each of the other states, has a responsibility to the national government. Each citizen of Illinois is directly responsible for the selection of the President of the United States, the vice president, and two United States senators, as well as having the responsibility for selecting one of our 25 representatives to the Congress. Remember that Illinois is one of forty-eight sovereign states joined together to form our United States of America. Not only do you have duties and responsibilities to your local and state governments, but to your United States government as well. Just as the kind of government you get through your local and state governments depends on you, so does the kind of government you get through your

United States government depend on you, because you, and you, and you, are "the people."

Test and Study Exercises

Aids to Learning

1. Notice that Illinois has many different kinds of resources, and offers many different opportunities.

2. Remember the importance of recreation to living. Note the opportunities for recreation provided in Illinois.

3. Keep in mind the fact that a citizen of Illinois also has a responsibility to the national government.

Test Exercises

1. What is the area of Illinois?
2. How does the population of Illinois rank with the other states in the Union in size?
3. How much of the area of Illinois is available for farming?
4. What is Illinois' most important mineral resource?
5. Name one other important mineral resource of the state.
6. Name four state parks and tell where they are located.
7. Why is Lake Michigan important to Illinois?

Suggested Activities

1. Make a list of the important agricultural products of Illinois, and report on it to the class. Include in your report such things as where the various products are produced, their value, why they are important to the state, and any other facts about them which you feel will be of interest.

2. Select one of the state parks in Illinois and learn all you can about it. Then report on it to the class.

3. *Group activity.* A committee may be selected which will make a survey of local recreational facilities in your neighborhood, and report to the class. The teacher may have a class discussion, following the report, on the types of recreation available and the value of each type.



SECTION VI

AMERICAN CITIZENS IN THE WORLD OF TODAY

Your book thus far has brought you in touch with many aspects of life. You saw yourself, in Section I, as an individual citizen. In Section II you gained some added knowledge about yourself as a member of a group. You found in Section III how the community works through its citizens, you among them. You found in Section IV some of the basic truths about the founding of our nation and the support of our national government. Then in Section V you returned to matters closer to you and learned about your local and state governments. Now, in the last section of your book, you will study new aspects of the national scene, then consider our country in world affairs, and conclude with an increased appreciation of the rich privileges of being an American.

A good government must be founded upon good principles. You know that ours was. It must be interested in high ideals, and you know that ours is. It

must have a workable plan for governing, and you will learn in the first chapter of this section that our government has such a plan. This plan grows out of the structure of our government.

You will then, in the second chapter, get a glimpse of our government in world affairs. The airplane, the radio, and other means of transportation and communication have brought all the people of the world closer together than they have ever been before. This must be made a good thing, and perhaps you will learn how it may be made so.

Finally, at the end of Section VI, you will read the chapter that helps you see what it means to be an American. You will review our riches and relearn the fact that such riches must be worked for. You will review the fact that riches are varied—that they are not only in the soil but in the hearts and minds of men.

CHAPTER XXVIII

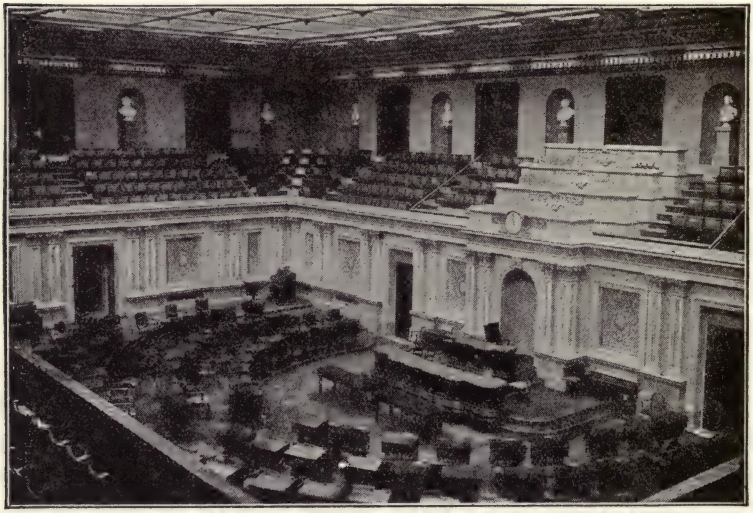
THE STRUCTURE OF YOUR NATIONAL GOVERNMENT

PREPARATORY NOTE: Think of your national government as a great building. You have learned how it was begun, how its foundations were laid. You have learned how this great building—or government—is paid for as it does its work from day to day and year to year. Now we shall study more closely the actual structure of your national government. We shall examine its framework, its many departments and agencies, its many officials, and the way in which year in and year out it carries on its work.

Our National Legislative Department. The national legislative department is our Congress, whose duty it is to make the laws for our country. Congress is made up of two houses: the Senate and the House of Representatives. The Vice-President presides over the Senate; the speaker presides over the House of Representatives. The Vice-President is elected by the people. The speaker is elected by the members of the House of Representatives. Each house appoints a number of committees. Bills, or proposed laws, are submitted to these committees before they are presented to the entire house.

When the Congress was first organized, in 1789, the larger states wanted it to be a body made up of members elected according to population. This would have

given the states with large populations more congressmen than the states with small populations. The smaller states, on the other hand, wanted Congress to be made up of an equal number of members from each state. This seemed unjust to the larger states. So a compromise was agreed upon. Congress was to be made up of two houses, and the numbers of members

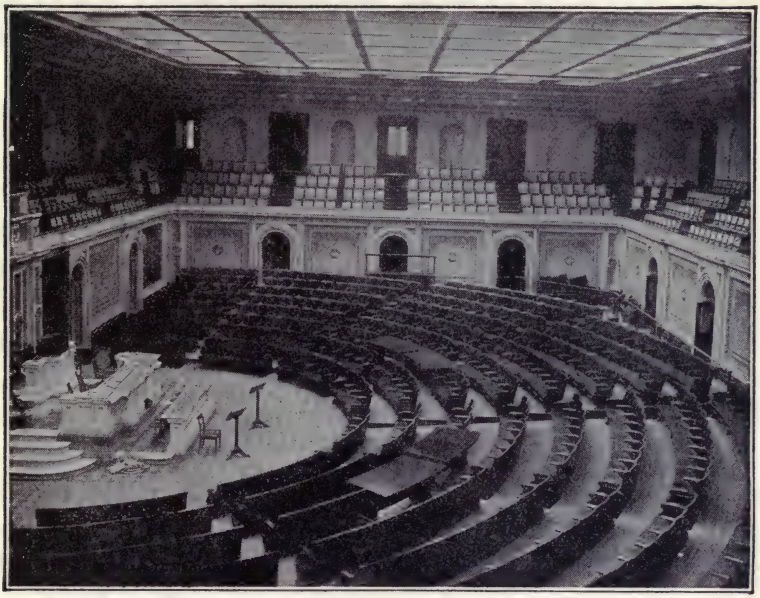


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The United States Senate Chamber

were to be determined in two ways. The Senate was to consist of two senators from each state. Thus, today there are 96 senators in the United States Senate. The House of Representatives was to be made up of members according to population. Today there are 435 members in the House of Representatives.

All the members of the House of Representatives are elected for a term of two years. The members of the Senate are elected for a term of six years. Because of a system of overlapping terms, one third of the number of senators are elected every two years. One regular session of Congress is held each year. Extra, or special, sessions may be called by the President when he deems it necessary.



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The Hall of the House of Representatives

Each house is judge of the qualifications and election of its own members. Each house elects its own officers, with one exception: the presiding officer of

the Senate, as provided by the Constitution, is the Vice-President of the United States. Each house makes and enforces its own rules.

Duties of Congress. One of the chief duties of Congress is to control governmental expenses. It must determine which taxes shall be levied and to what extent, and appropriate the money necessary to carry on the government. If it approves the work for which money is needed, appropriations are made. The members of Congress are our representatives. They are the guardians of our tax money. It is their duty and responsibility to spend it wisely.

Another important duty of Congress is to determine the policies of the national government. If it seems necessary that our country declare war, Congress must make the declaration. If there is a demand for a new kind of government service, Congress, upon the recommendation of the President, passes upon the policy and provides the agency or agencies to do the work. An example of this is the Interstate Commerce Commission, which regulates the railroads. The Interstate Commerce Commission was established more than fifty years ago. Since that time a great many other agencies have been created by Congress and have been added to the executive branch of the government. Some agencies created by Congress are temporary, and are abolished when the emergency is past.

Our federal lawmaking body is a powerful and important group. Its members are fairly close to the people they represent. Congress is the core of our

federal representative government. As the policy-determining branch of the government, Congress has the responsibility for everything undertaken by the government.

Our National Executive Department. The executive department of our government was provided for in Article II of the Constitution. The executive power was "vested in a President of the United States of America." He has more power than most other heads of government. His most important powers are as follows:

1. He executes the laws of the nation and signs or vetoes bills which have been passed by Congress.

2. He appoints thousands of officers with the consent of the Senate—ambassadors, ministers, and consuls to foreign nations, members of his cabinet, judges, postmasters, and many others of lesser importance.

3. He may make treaties with the consent of two thirds of the Senate.

4. He receives foreign ministers and has power to recognize such new governments as he chooses.

5. He is commander-in-chief of the armed forces.

6. He may call special sessions of either or both houses of Congress. He recommends for their consideration such measures as he considers necessary.

The annual salary of the President is $100,000, and in addition there are payments for secretaries, clerks, traveling expenses, and his official dwelling. This beautiful home, called the White House, is shown in the photograph on page 392.

The execution of the laws is the part of the President's work that has continually expanded. The President is assisted in this work by ten departments,



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Front View of the White House

each under the direction of a secretary. These secretaries are the President's official advisers and form his cabinet.

1. *The Department of State* has charge of our foreign relations. It negotiates treaties, issues passports,[1] and handles negotiations with all our foreign representatives. It also has charge of many domestic rela-

[1]**passports.** Formal documents issued to citizens, permitting them to travel abroad.

tions and is the keeper of the laws of Congress and of the great official seal of the United States.

2. *The Department of the Treasury* collects all tariff duties and internal revenue. It has complete charge of the making of all our money and stamps. It also has many nonfinancial duties such as control of narcotics, the secret service, and the officers in charge of quarantine[2] and scientific research.[3] The offices of the department are in the building shown in the photograph on the next page.

3. *The National Military Establishment* is the co-ordinating body for the Department of the Army, the Department of the Navy, and the Department of the Air Force. To insure co-operation among the three services, several agencies have been established, whose function it is to make plans for national defense, to gather information vital to the security of the country, to direct a unified program of scientific research, and to co-ordinate industries and resources in time of emergency.

4. *The Department of Justice* directs the work of United States district attorneys and gives legal advice to the President and his departmental heads.

5. *The Post Office Department* is the largest department of all and regularly employs three or four hundred thousand persons. It is a very highly specialized business, which must be thoroughly organized. It supervises the mail delivery, postal money orders, postal

[2]**quarantine.** A period of time in which a ship entering a port is inspected to prevent the spread of contagious diseases.

[3]**scientific research.** Careful examination, as in the fields of the various sciences, for seeking facts or principles.

savings banks, the proper safeguarding of the uses of the mail, and the dead-letter office to which go millions of pieces of undelivered mail each year.



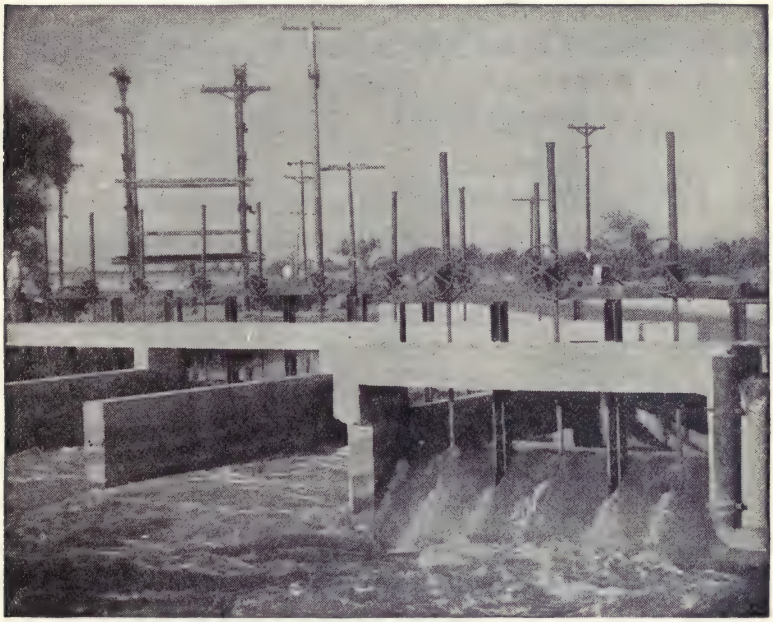
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The United States Treasury Building

6. *The Department of the Interior* has charge of many domestic responsibilities such as irrigation projects, geological surveys,[4] national parks, Indian affairs, surveying and selling of public lands, claims for pensions, as well as supervision of our islands. The

[4]**geological surveys.** Systematic examinations of an area for the purpose of determining its rock masses.

National Reclamation Act placed the supervision of irrigation for sixteen states under this department.



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Locks Controlling Water Supply, Scottsdale, Ariz.

7. *The Department of Agriculture* carries on scientific experiments to assist the farmer in his work of fighting plant diseases, destroying insect pests, and maintaining or restoring the fertility of the soil. It makes surveys relating to both plants and animals. It also supervises the national Forest Service, the Bureau of Human Nutrition and Home Economics, the Farmers Home Administration, and the Rural Electrification Administration.

8. *The Department of Commerce* is concerned with furthering the trade and commerce of the nation. The Bureau of Standards was established to set up uniform weights and measures. The Weather Bureau forecasts weather conditions, which is of special value to aviation, navigation, and agriculture. The Civil Aeronautics Administration controls the operation of commercial airlines.

9. *The Department of Labor* has charge of the work of the Bureau of Labor Statistics, the United States Employment Service, the Women's Bureau, and several other services concerned with the welfare of labor.

10. *The Department of Health, Education, and Welfare,* established in 1953, administers the work formerly carried on by the Federal Security Agency. The organizations under this department deal with public health, education, social security, old age assistance, and other matters of public welfare.

In addition to the work of government assigned to the ten regular executive departments, there is an ever-increasing amount of work assigned to administrative boards, commissions, and agencies of one kind or another. The agencies are not connected with, or under the supervision of, any of the ten regular departments. They are provided for by Congress. The members are appointed by the President, and the agencies are under his general supervision.

Federal Agencies. Beginning with the Smithsonian Institution (1846), some of the more important of the early agencies are the Government Printing Office (1860), the Civil Service Commission (1883), the

Interstate Commerce Commission (1887), the Pan American Union (1890), the Federal Reserve System, which has the supervision of the twelve Federal Reserve Banks (1913), the Federal Trade Commission (1914), the United States Tariff Commission (1916), and the Federal Power Commission (1920). The date when Congress established each of these independent administrative agencies shows that those mentioned as well as others were in operation long before the economic crisis of 1929. As a result of that crisis many new economic and social policies were established, and many new agencies were created.

During the Second World War, many more agencies were established to deal with the emergency. Most of them gradually ceased to function when the war crisis was ended and their work completed.

Since the war several reorganizations were made in the executive department which reassigned many new agencies and old bureaus.

The *General Services Administration* includes the Public Buildings Service, the Federal Supply Service, and the National Archives and Records Service. The last-named organization preserves documents and other records of the national government, including motion picture films dealing with the nation's history.

The *Housing and Home Finance Agency* includes the Federal Housing Authority (FHA) and the Community Facilities Service. The FHA assists people of moderate means in financing the buying of a home. It does so, not by loaning the money directly, but by guaranteeing the loan made by a bank or private build-

ing and loan asociation. The Community Facilities Service is concerned with loans and grants to public and non-profit private agencies to finance construction of certain public works.

The *Small Business Administration* makes loans in limited amounts to owners of small businesses.

Other independent agencies help industry, finance, and agriculture. The *Federal Deposit Insurance Corporation* (FDIC) insures payment of bank deposits up to a certain amount. The *Securities and Exchange Commission* (SEC) protects investors in stocks, bonds, and other securities. The *Tennessee Valley Authority* (TVA) generates and sells electric power, as the result of dam building and power control, promoting the welfare of the people of the Tennessee Valley.

Reorganization of Federal Agencies. The reorganization of the administrative agencies of the national government has been proposed by the Presidents from 1900 to the present. Under the present semi-independent status of these agencies there is much duplication of work and unnecessary publication of pamphlets and bulletins. The employees of each agency are anxious to show that the work of their particular agency is important. If the public were not led to believe in the importance of their agency, it might be discontinued, and the employees would be out of work. This means that the ever-increasing government work is performed by a thousand units. Each unit has its attention centered on a small portion of the whole and is thought of as independent of the great government of which it is a part.

Naturally if these agencies and the executive departments were organized into a great working whole and their efforts co-ordinated, the President would be the proper official to head the new organization. This would of course add greatly to the executive powers. There is and always has been jealousy between the legislative and executive branches of the national government. Therefore, Congress has been slow to authorize the effective organization of the departments and agencies of government it has created. However, the duplication of effort, the extravagance, and the waste in these agencies as they now exist will doubtless force Congress to do something about it.

The Civil Service Commission. The merit system of civil service in the executive and administrative work of the nation had a small beginning in 1883 when Congress created the *Civil Service Commission.* The merit system embodied the idea of appointing and promoting officials on the basis of ability only. The abuses of the spoils system[6] in official appointments had become notorious. Consequently a few reformers in the two major parties were able to force upon an unwilling Congress this small beginning of the merit system. Two Presidents, Grover Cleveland and Theodore Roosevelt, were especially noted for their services in improving and extending the merit system, usually called the civil service. There are now nearly three million people in the executive branch

[6]**spoils system.** The practice of giving government positions to members of the political party in power, regardless of merit.

of the government of the United States (as distinguished from military and naval service). Of these government employees about sixteen thousand were appointed by the President and confirmed by the Senate. About 95 per cent of the total number of employees are directly under the jurisdiction of the Civil Service Commission.

The power of the President to remove appointive federal officials is now well established. The Constitution is silent on the subject. For about seventy-five years it was generally assumed that the President had such power. In 1867 Congress, in the conflict with President Johnson, passed the tenure of office[7] act over the President's veto. This act made it unlawful for the President to remove an official confirmed by the Senate without the consent of the Senate. Later the tenure of office act was repealed by Congress. It was created for a special purpose and later found undesirable.

Court decisions in recent years have established the President's power of removal without the consent of the Senate. While this power of removal is seldom used, it is an effective weapon in the hands of the President since it enables him to control the official conduct of an appointee or dismiss him and appoint someone whom he can control. It is difficult to see how the President could be held responsible for the execution of the law, as he is by the Constitution, if he did not have the power to remove appointed officials.

[7]**tenure of office.** Security in holding a position.

Our National Judicial Department. The judicial department is provided for in Article III of the Constitution. Its jurisdiction is defined, the system of courts is referred to, and the judges are made appointive for life.

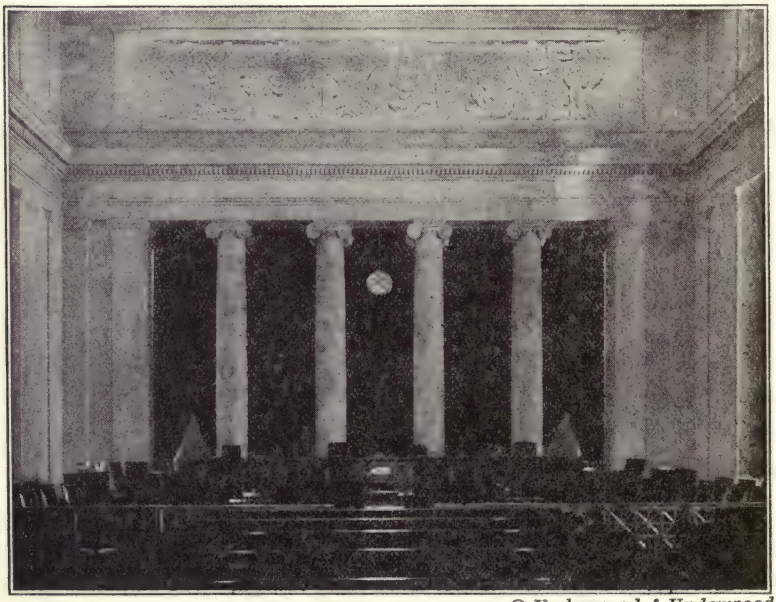
A system of courts was necessary under the Constitution. Congress was empowered to create a body of federal laws dealing with a great many important problems. If these laws were to function, it was absolutely necessary to have courts to interpret them and to make decisions in all disputes and controversies that might arise in the enforcement of the federal laws.

The Constitution prescribes the jurisdiction of the United States system of courts. It extends to all cases arising under the Constitution, the federal laws, and treaties. Our federal court system consists of the Supreme Court, the circuit courts of appeals, the district courts, and several special courts.

The Supreme Court. The Supreme Court is the highest court of the land. Its decision is final. The Supreme Court has original jurisdiction "in all cases affecting ambassadors, other public ministers, and consuls, and those in which a state shall be a party." It has appellate[8] jurisdiction in certain other cases. Appeals can be made to it from the decisions of the lower federal courts and also from those of the state supreme courts on questions which involve federal laws. It is the only court provided for by specific name in the Constitution.

[8]**appellate.** Referred from a lower court.

At the present time there are nine judges in the Supreme Court: the chief justice and eight associate justices. This number may be increased or decreased by an act of Congress. When this court has heard and considered a case, it makes the decision by a vote.



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The New Chambers of the Supreme Court

After the decision has been made, the chief justice appoints one of his associate justices to write the opinion, or he may write it himself. Any judge who has voted against the majority of the court may write a dissenting opinion, or minority report. The records of the case, including a statement of the facts, sometimes an outline of the arguments of the attorneys,

and the opinion, or opinions, in the case are then published. These opinions fill hundreds of volumes and include the records of thousands of cases.

Judicial Review. Laws may be declared unconstitutional by the federal courts. This power of the courts to declare laws that are in conflict with some provision of the written Constitution null and void[9] is the result of the historic development of the American colonies. This right and duty of courts to declare laws unconstitutional is called *judicial review.*

Judicial review rests upon principles that were generally accepted when the Constitution was written. Probably most of them are accepted at the present time. First, there are certain natural rights that cannot be transferred. Second, these rights are placed in written constitutions by the people, who are sovereign. Third, the written constitution is the fundamental law of the land. Fourth, ordinary law passed by legislatures, usually called statutory or legislative law, is inferior to the constitutional law. Fifth, it is the business and duty of courts to interpret and apply all law which may apply to a case under consideration. Sixth, if statutory law is in conflict with the constitutional law bearing on the case, the statutory law is null and void. That is, it is not law at all because it is in conflict with the fundamental law.

Judicial review is never exercised by a court until a case is brought before it. The practice of the courts in judicial review has been much criticized. However,

[9]**null and void.** Of no legal binding force.

it is difficult to see how a written constitution can remain a fundamental law of the land without some such action by the courts.

Circuit Courts of Appeals. The United States is divided into ten judicial circuits and the District of Columbia. In each circuit there is a circuit court of appeals consisting of from three to seven judges. Its decisions are final in most cases. These courts have only appellate jurisdiction. That is, they review cases appealed to them from one of the lower courts, where the decision given was unsatisfactory to the parties involved.

District Courts. There are over a hundred judicial districts in the federal court system and about one hundred fifty district judges. Every district has at least one judge, and several of them have two or more judges, who hold court separately. The district courts are the trial courts of the federal system. Here cases are tried for the first time. Almost any violation of federal law may be brought before a district court.

The court is served by a United States district attorney and a United States marshal. These officers are appointed by the President for a term of years. They have about the same duties in the federal courts as the prosecuting attorney and the sheriff have in the state courts. The court appoints its own clerk and minor officers. Appeals may be taken from the district courts to the circuit courts of appeals or, in important cases, to the Supreme Court.

Checks and Balances. All the branches of our government—the legislative, the executive, and the ju-

dicial—work together for the good of the country. However, there is in our government a system of checks and balances that permits the various branches to have some control over one another's work.

For example, if Congress passes a bill, the President may sign it, or he may veto it. If the President signs the bill, the Supreme Court may decide that it is unconstitutional. Thus both the executive department and the judicial department check on the legislative department concerning its bill.

If the President makes appointments, they must be approved by the Senate. If treaties are made by the executive department, they, too, must be ratified by the Senate. Thus the legislative department checks on the executive department.

In this way one department cannot have too much power without the approval of one of the other departments. Thus these checks tend to keep a proper balance among the great divisions of our government.

Test and Study Exercises

Aids to Learning

1. Note that the Supreme Court is the only court mentioned specifically in the Constitution of the United States.

2. Observe the increasing amount of work which has been assigned to administrative boards, commissions, and agencies by various Presidents during the past fifty years or more.

3. Notice that the Constitution of the United States has become recognized as the supreme authority for the interpretation of national law.

Test Exercises

On a separate sheet of paper write the numbers from one through twelve on the left margin. Then write *yes* or *no* after each number depending on your judgment as to the answer to the following:

1. Is social security legislation a desirable goal for all the people?
2. Is the control of governmental expenditures one of the chief duties of Congress?
3. Is Congress the policy-determining branch of the government?
4. Is the President required by the Constitution to appoint the cabinet officers?
5. Is the President in supreme command of the army?
6. May the President appoint heads of various administrative boards with the consent of Congress?
7. Does the Constitution give the President power to remove appointed federal officials?
8. Is the federal court system fully described in the Constitution?
9. Are violations of federal law brought before the district courts?
10. Must decisions of the Supreme Court be based upon a unanimous vote of that court?
11. Does the Constitution authorize the Supreme Court to declare laws null and void?
12. Have there always been nine judges of the Supreme Court?

Suggested Activities

1. Make a list of the administrative agencies created by Congress during the past ten years. What benefits have resulted from each of them?

2. Read a biography or account of President Cleveland or President Theodore Roosevelt to see what he did to extend the merit system.

3. Read magazine articles or some such book as Theodore Roosevelt's *Letters to His Children* to learn how a President is able to conduct his private life.

4. *Group Activity:* The teacher may ask several pupils to locate magazine articles describing the work of the Supreme Court during recent years.

5. *Group Activity:* The teacher may choose sides for a debate on the subject, *Resolved,* That decisions of the Supreme Court should be unanimous.

CHAPTER XXIX

YOUR NATIONAL GOVERNMENT IN WORLD AFFAIRS

PREPARATORY NOTE: The United States, though it is one of the mightiest nations of the world, is but one of many. Every day our planes take off for foreign countries, and foreign planes enter our airports. We would not change this picture if we could. To keep pace with the changing scene, the citizens of our country need to develop a broader outlook—a world outlook. The United States is a wealthy country, but it is not self-sufficient. Its raw materials come from many lands, and it depends on foreign countries for many of its vital imports. Its foreign trade, though small in comparison with its domestic trade, is highly important to its prosperity. The world does not consist of unrelated parts. It is a unit, bound together in many different ways. Economic disturbances or wars in one part affect all other parts. For the sake of economic peace and understanding, the United States has signed trade agreements with many other countries. It has helped to bring about co-operation among nations. It has sought to eliminate the rivalry that leads to war.

The Most Important Nation. Just as your home is to you the most important home in your neighborhood, so the United States is to you the most important nation. It is natural for you to think thus. It is natural for you to look at other nations from your point of view. At the same time, you should realize

that the people of every other nation have an equal right to think that their nation is the most important. They, too, look at other nations from their point of view. The boys and girls of Canada place the Dominion of Canada first. The boys and girls of Mexico are most concerned about the United States of Mexico.

Try to put yourself in the place of some boy or girl living in a foreign land. Look at the world from your new point of view. As an English citizen, you will look westward across the Atlantic Ocean toward the United States. As a Chinese citizen, you will view the rising sun as coming up out of the Far East that is the North American continent. Think of yourself as one of the pupils in a Brazilian school studying about that "strange land north of the Gulf of Mexico called the United States of North America." Picture yourself as an Egyptian reading in a Cairo newspaper about your government's taking up an important question with the government of the United States. Imagine that you are in a motion-picture show in France, where pictures are being shown of ships loading in New York Harbor with food for you and other French boys and girls.

World Geography. As a further introduction to this study of international affairs, go over in your mind a few of the facts you learned in geography. You will remember that the world may be divided in many ways. You may divide the world into continents. Less than a third of the earth's surface is land, approximately 55,000,000 square miles. Except for the comparatively few square miles of land surface

on the world's islands, the land area of the earth is divided among seven continents. Asia has about 16,000,000 square miles, Africa about 11,000,000, North America about 9,000,000, South America about 7,000,000, Antarctica about 5,000,000, and Europe about 4,000,000. Oceania — Australia, New Zealand, and the islands off Southeastern Asia—has an area of about 3,000,000 square miles.



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United Nations General Assembly

Nations and Groups of Nations. You may divide the world according to nations and groups of nations. There are many such groups. During the Second World War the world was divided into those nations

that were our friends, those that were our enemies, and those that were neutral. Since the war the nations of the world have been regrouped. Sixty nations have joined the United Nations. The different nations within that organization are included in various subgroupings, sometimes spoken of as "blocs." There is the American bloc, with the United States, Canada, and the Latin-American nations of Mexico, Central America, and South America. The nations that have joined the Marshall Plan form a bloc. Another bloc is known as the Benelux countries: Belgium, Netherlands, and Luxembourg. The Russian bloc includes the Soviet Union and a number of nations of Eastern and Central Europe now occupied and controlled by the Soviet Union or under communist governments subservient to the Soviet Union. The nations opposed to communism are known as the Western bloc. Among other subdivisions you will find the Arabian States, the Indonesian Peoples, and so on.

The World's Languages. Nations are sometimes grouped according to the language they speak. It has been estimated that something like 270,000,000 people in the world speak English; that about 100,000,000 speak Spanish; that about 70,000,000 speak French; that about 80,000,000 speak German; and that about 200,000,000 speak the Slavic languages: Russian, Polish, Romanian, Bulgarian, and so on. The Chinese language with all of its many dialects is spoken by about 490,000,000 people; the different Hindu dialects by more than 200,000,000; and the Japanese language by about 100,000,000.

The World's Great Religions. You will remember from your study of Chapter VIII, "The Influence of Religions," that the world may be divided according to the different religions. Christianity has about 29 per cent of the people of the world. Confucianism is the religion of about 14 per cent. Over 10 per cent worship some form of Hinduism. About 11 per cent of the world's people are Mohammedans. There are about 7 per cent who are Buddhists. Approximately 1 per cent are Jews. The remaining 28 per cent are divided among all other religions.

Natural Resources. The world may be divided also according to the distribution of its natural resources. Certain parts of the world, such as the United States, Germany, Great Britain, and Russia, are noted for their great production of coal. The world's great oil resources are in the United States, Russia, Venezuela, Romania, Iraq, and Iran. Other natural resources that might serve as a means of dividing the world into parts are the great forests of the world, the rich iron-ore deposits, or the gold mines. There are many other natural resources from which the world gets the means for its various industrial, commercial, and home products.

Common International Interests. It is natural for groups of people in the United States to be associated with similar groups in other parts of the world. The great industrialists of the United States are interested in their particular kind of industry throughout the world. We have spoken of the oil resources in different parts of the world. The people in the United

States who are interested in oil have many things in common with those in other nations interested in oil. Manufacturers of automobiles likewise are interested in other manufacturers of automobiles. The farmers of America and every other nation of the world have kindred interests. There is a close relationship between the organized unions of the United States and those of other nations. The bankers of the United States are concerned with the world's banking interests.

In the cultural field those who are interested in music naturally have a common interest with musicians and music-lovers of all the world. Those who are interested in education are interested in teaching methods used in other parts of the world. The Christians in one country are interested in the Christians of other countries. The Mohammedans of one nation are sympathetic toward the Mohammedans of other nations. The Jews have a natural interest in all other Jews in the world.

The United States, One of Many Governments. The government of the United States is one of the many governments throughout the world. There is an ever-increasing need for our government to work with other governments for the common interests of all the people in the world. For the rest of this chapter we shall think primarily of the approximately one hundred governments of which the United States is one. Just as the government of the United States is your government, so the government of Colombia is the government of Colombian boys and girls; the

government of Italy is the government of Italian boys and girls; and so on. No matter what country of the world you may be in, if you have entered that country legally, you are under the protection of the government of the United States. In like manner, an Englishman doing business in Argentina is under the protection of the government of Great Britain. A Frenchman living in the United States is under the protection of the French government. A Chinese visiting in Chile is under the protection of the Chinese government.

Representatives in Foreign Countries. If the United States government is ready to protect the interests of its citizens, it must have a supervisory control over their activities in all of their foreign relationships. If the teachers of the United States, for example, form associations of world-wide influence, it is natural that they should do so with the consent and under the supervision of the United States. The government of the United States wants to be sure that their relationships in the educational field will not cause problems and difficulties in regard to other affairs of our government.

Suppose an American citizen who was visiting in Sweden got into difficulty with a Swedish citizen. If they could not settle their differences between themselves, the American could appeal to a representative of the United States government in Sweden. The Swedish citizen could appeal to his government. The government representatives of both nations would then get together and try to settle the matter.

Or suppose you were making chewing gum in the United States and you wanted to get some of the product called chicle from Mexico. Chicle, as you may know, is the raw product from which chewing gum is made. Since most of the chicle is grown in Mexico, you would have to get in touch with someone in Mexico in order to have him supply you with this product. But the chicle has to come out of Mexico with the consent of the Mexican government; it has to be brought into the United States according to the laws of your government. This requires the services of foreign representatives.

International Trade. Going back to your study of geography, try to recall how many products the United States imports from other lands. Most of the coffee we use comes from South American countries like Colombia and Brazil. Much of our sugar comes from Cuba and Puerto Rico. Bananas and other kinds of fruit come from Southern Mexico and Central America. Most of our silk still comes from Far Eastern countries such as China and Japan. Many of our manufactured products come from England and from the Scandinavian countries. These are all in addition to the vital imports indicated in the pictograph on page 416.

In return, many products manufactured in the United States go out to these other nations of the world. American typewriters are sold in almost every part of the world. Our heavy machinery likewise is in use in many nations. Some of our larger automobile manufacturers have branch factories in foreign

countries. Nations sell their products to foreign nations and in return buy other products from other nations. Thus, there is a constant, two-way flow of products between and among nations. Because of the



many different currents going out and coming into our country, your national government has to have many different plans and ways of dealing with them.

Your Government's Foreign Representatives. The Constitution of the United States, you will remember, places the responsibility for the conduct of our foreign affairs upon the President of the United States.

He appoints all officials charged with representing your nation in foreign countries.

All persons appointed to various positions under our Department of State must be approved by the Senate. The Senate also, by a two-thirds majority, must approve all treaties made with foreign nations. Your senators, therefore, should be constantly alert and informed of world affairs. They represent you and your fellow citizens in the consideration of matters of international importance.

The Department of State. The secretary of state represents our nation in its relations with foreign governments. He is appointed by the President with the approval of the Senate. The secretary of state is head of the Department of State and of all United States officials representing the United States in foreign countries. All ambassadors, ministers, consuls, and their employees are under the supervision of the secretary of state.

The representatives of our Department of State are the persons through whom the President of the United States addresses his communications to other governments. For example, if the President of the United States wishes to address an official communication to the prime minister of Great Britain, he gives this message to the secretary of state. The secretary of state sends the message to the United States ambassador to Great Britain stationed in London. Our ambassador in London turns the message over to the British foreign minister, who delivers it to the prime minister.

The Department of State has the responsibility of enforcing the various laws of the United States government in regard to importing and exporting many different products. These laws, which are passed by Congress, are known as tariff laws.

The Department of State is responsible also for all Americans visiting in foreign lands. It gives permission for such visits by issuing passports. A passport is a certificate showing that the holder is entitled to the protection of the United States during his visit in the one or more foreign countries named on it. By agreement between the United States and Mexico and the United States and Canada, it is easier for our citizens to visit these two next-door neighbors. Tourist cards are secured from representatives of the foreign country one wishes to visit. Such cards take the place of the usual passports.

Problems in Our Foreign Relations. There are many important problems in our relations with foreign governments which our national government must handle. One of the biggest of these problems is the economic problem. This problem, as you know, has to do with the business of making a living. Nations like families are constantly comparing their standards of living with those of others. It is no secret that the people of many other nations envy you and your fellow Americans. Unfortunately, many citizens of the United States have made matters worse by acting in a superior manner toward citizens of other countries. They are so proud of the many good things they have that they like to tell the world about them.

Then, when people in the rest of the world hear about their bragging, they think Americans are looking down on them for not having as much as they have.

International Competition. Suppose your father owns one of the grocery stores in your neighborhood. He naturally is in competition with the other stores. In much the same way, the United States is in competition with other nations along many lines. Your national government is concerned with ways and means of helping American business and industry in their competition with the business and industry of other nations. International competition falls under two heads: (1) competition with foreign nations for the trade of other foreign nations and (2) competition with foreign nations for the trade of the people of the United States.

Consider our automobile industry as one example of competition. Those who make and sell automobiles in the United States want to sell American automobiles to people in Brazil. British automobile manufacturers want to sell British automobiles to people in Brazil. Our government officials will naturally do all they can to help our manufacturers sell their automobiles in Brazil. The people of the United States are practically unanimous in their support of our government's aid in this first type of competition.

But there is a wide difference of opinion regarding the second kind, which involves the competition of foreign business and industry for the trade of our citizens. Some people in the United States want our government to make it as difficult as possible for

British automobiles to be sold to Americans. They think that our manufacturers and dealers should be protected so that foreign cars would cost as much as, if not more than, American cars. They therefore do all they can to get the government to put a sufficiently large tax on British automobiles to keep the British from underselling our American automobiles. Such a tax is called a *tariff*.

Other people in the United States want our government to do nothing to protect American businesses and industries. In the case of automobiles, they believe that if the British can deliver to the United States automobiles as good as those made in America at a lower price than American automobile dealers sell them, so much the better. Consequently, they are in favor of doing away with all tariffs on foreign products and of throwing open the gates to foreign companies to compete on the sole basis of quality and price for the trade of the people of the United States.

Reciprocal Trade Agreements. In recent years agreements have been made between the United States and other nations by which a nation may bring certain goods into this country without paying a high tariff on them. In return the United States is able to send other products to that country and sell them to the people there without paying a high tariff on them. Such agreements are known as reciprocal trade agreements. These agreements are planned and worked out by the secretary of state, under the direction of the President and with the advice of other members of the President's cabinet. They are then brought before

the United States Senate, which makes the final decision regarding them.

Foreign Exchange. Another economic problem which is closely related to our foreign trade problem is that of foreign exchange. This involves the value of our American dollar as compared with the monetary unit of each foreign nation. As the dollar is our monetary unit, so the pound is the monetary unit of Great Britain, the peso of Mexico, the franc of France, the lira of Italy, and so on. You will find in practically all of the large daily newspapers the *foreign exchange rates* listed. If you look on the financial page of one of these large dailies, you will find what your dollar is worth in pounds, pesos, francs, or some other monetary unit. Such values may change from day to day, depending on both national and international situations. If your newspaper does not give these foreign exchange rates, you can get the information from a bank.

Transportation and Communication. The nations of the world have been brought ever closer together through easier and quicker means of international transportation and communication. On land, international highways and railroads have been improved to transport people and goods to and from nations bordering one another. On the sea, the merchant marines of the different nations are competing with one another for the world's travel and transportation. International airways now tie most nations so closely together, in point of time, that no spot on the earth is more than sixty hours distant from your nearest

airport. The entire world is so completely united by telephone, telegraph, teletype, television, and radio that it takes only a few minutes to contact a friend in London, Paris, Istanbul, Tokyo, Calcutta, or in thousands of other important cities of the world.

International Relations. It has already been noted that many of the nations of the world are grouped together according to political interests. International politics, therefore, has become more and more important as international relationships have increased. There is scarcely a nation in the world that is not important to the United States. Your government must constantly be in political contact with other nations in order to safeguard the interests of the American people. It must, at times, unite with certain other nations to form political groups, such as the Pan-American Union, in much the same way that political parties in this country are organized. Your national representatives to the United Nations have understandings and make agreements with other national representatives.

Fundamentals of World Citizenship. These brief glimpses of international problems should have impressed upon your mind this thought at least: You are a citizen of the world, as well as of your community, your county, your state, and your nation. As a citizen of the world, you realize that your responsibilities reach to the farthest corners of the earth.

When you recall some of the difficulties you have had with the boys and girls of your neighborhood, you may wonder how you can hope ever to get along

with the 2,000,000,000 people scattered over the millions of square miles of the earth's surface. Perhaps this thought will help you: Apply the principles of good citizenship by taking a step at a time. Make a good citizen of yourself in your home. Then make sure that you are a good citizen in your community. Going on from there, apply ideals of good citizenship to each of the larger circles which surround you: your county, your state, your nation, and finally the world. You will find that the same fundamentals of citizenship which help you when applied to the boys and girls of your neighborhood will prove effective when applied to people in distant lands. Among these fundamentals are the following.

1. *International Understanding.* You have doubtless had the experience of disliking someone the first time you met him. Then, later, you learned to consider that person a good friend. The reason is that you did not at first understand him. If you, as an individual, are to be on friendly terms with other individuals there must be complete understanding among the persons concerned. If the United States, as a nation, is to be on friendly terms with all the world, there must be complete understanding among nations.

2. *International Co-operation.* No doubt you have seen the drawing of the two donkeys that were tied together by a rope. At some distance from the donkeys were two piles of hay. At first one donkey started toward the pile of hay on the right, and the other toward the pile on the left. As a result, neither donkey got any hay. Then the two donkeys put their heads

together and agreed to co-operate. First they walked over to the one pile and ate it up; then they moved over to the other pile and ate it up. Through co-operation they succeeded. International co-operation is the great hope of the world.

3. *International Organization.* At this point in your study of the fundamentals of citizenship, you no longer need to be convinced of the need of organizations. As your community, county, state, and nation need government, so the nations of the world need some form of international organization that will allow them to discuss their mutual problems and learn the views of other nations.

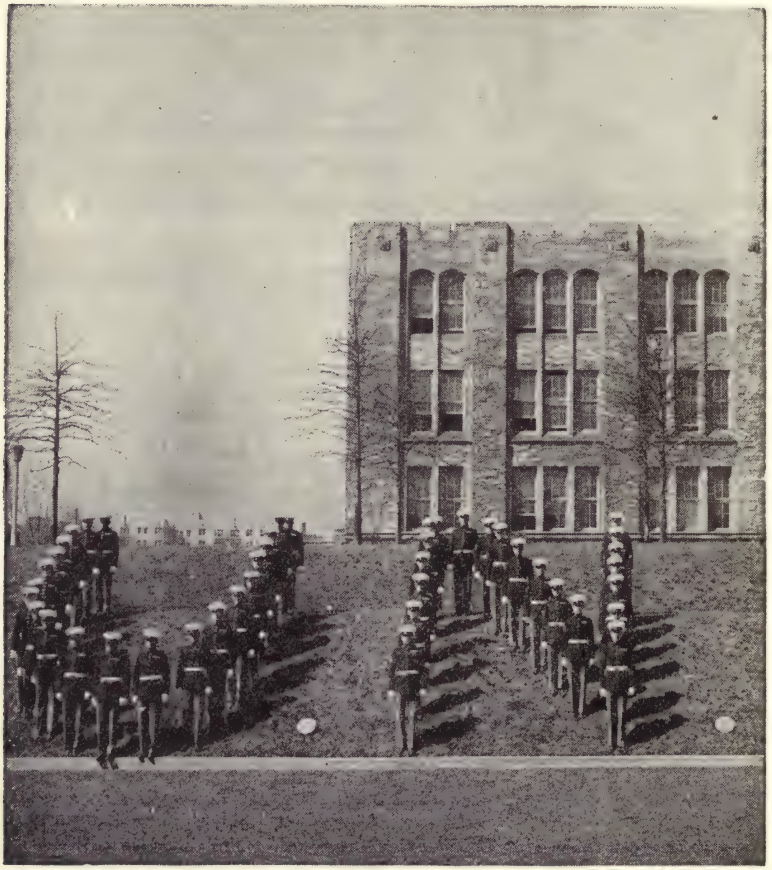
The United Nations. As the Second World War was drawing to a close, America took the leadership in helping to form an organization to maintain world peace. The Allies, or the United Nations, as they were called even during the war, resolved to set up such a world organization. In April, 1945, delegates from forty-six countries met in San Francisco to draft a constitution for the new world organization. In June of the same year the charter, or constitution, of the United Nations was adopted and was signed by fifty nations. The purposes of the organization as expressed in the charter are:

1. To maintain international peace and security.
2. To develop friendly relations among nations.
3. To help all nations increase the happiness of their people.
4. To provide a meeting place where the nations of the world might work together.

The organization of the United Nations is the result of a series of separate proposals and agreements. The most important of these historic events are the following:

Time	*Place*	*Description*
Aug. 1941	North Atlantic	Roosevelt and Churchill agreed to what was known as the "Atlantic Charter."
Jan. 1942	Washington, D. C.	"Atlantic Charter" accepted.
June 1943	Hot Springs, Va.	Plans made for a Food and Agricultural Organization.
Oct. 1943	Moscow	United States, Britain, Russia, and China agreed to establish "a general international organization for the maintenance of peace."
Nov.–Dec. 1943	Atlantic City	Plans made for the United Nations Relief and Rehabilitation Administration (UNRRA).
Nov.–Dec. 1943	Tehran	United States, Britain, and Russia agreed to strive for "a world of democratic nations."
July 1944	Bretton Woods, N. H.	Plans made for an International Bank for Reconstruction and Development.
Aug.–Oct. 1944	Washington, D. C.	A United Nations organization proposed.
Dec. 1944	Chicago	Plans made for an International Civil Aviation Organization.
Feb. 1945	Yalta	United States, Britain, and Russia agreed on plan for voting in Security Council.
Feb.–March 1945	Mexico City	Twenty American nations agreed on a peace and security plan for Western Hemisphere.

The chief agencies for carrying out the purposes of the United Nations are the Security Council, which



© *Ewing Galloway*

U N Initials by a Marine Color Guard

forms the executive branch, and the General Assembly, whose function is to discuss all problems of international importance and make recommendations to the

Security Council. The Security Council consists of eleven members, five of whom are permanent members representing the five leading nations that fought the Axis. The General Assembly consists of one representative from each nation of the United Nations.

The Members. The countries belonging to the United Nations are listed below. They represent more than four fifths of the population of the world.

Afghanistan
Argentina
Australia
Belgium
Bolivia
Brazil
Burma
Byelorussia
Canada
Chile
China
Colombia
Costa Rica
Cuba
Czechoslovakia
Denmark
Dominican Republic
Ecuador
Egypt
El Salvador
Ethiopia
France
Greece
Guatemala
Haiti
Honduras
Iceland
India
Indonesia
Iran
Iraq
Israel
Lebanon
Liberia
Luxembourg
Mexico
Netherlands
New Zealand
Nicaragua
Norway
Pakistan
Panama
Paraguay
Peru
Philippines
Poland
Saudi Arabia
Sweden
Syria
Thailand (Siam)
Turkey
Ukraine
Union of South Africa
Union of Soviet Socialist Republics
United Kingdom of Great Britain and Northern Ireland
United States of America
Uruguay
Venezuela
Yemen
Yugoslavia

In the few years since its organization, the United Nations has considered a great many problems. Through the United Nations Relief and Rehabilitation Administration, which was organized before the charter was signed, the liberated and devastated countries of Europe and Asia were given aid. By this means millions of people were saved from starvation. Other problems taken up by the United Nations

included the evacuation of Soviet troops from Iran, the Greek-Albanian boundary dispute, abolition of atomic warfare, and the war in Korea. Many of these problems have not been settled, but opportunity has been given the nations of the world, through the United Nations, to discuss the problems and look for a solution.

The United Nations has not been successful in preventing war. In 1950, when South Korea was invaded without warning by forces from North Korea, the United Nations came to the aid of the South Koreans. With Rusian and Chinese help, however, North Korea was able to offer successful resistance to the United Nations forces. After three years of war, neither side had won. In the summer of 1953 a truce was signed, which put an end to the fighting.

Though the United Nations could not prevent aggression, it proclaimed, by its action in Korea, that no aggressor could invade a peaceful nation without risking a costly war. This, if it would not prevent aggression in the future, would at least force the aggresor to consider the outcome of his actions.

Test and Study Exercises

Aids to Learning

1. Remember that our government must work with other governments for the common interests of all the people in the world.

2. Note that the Constitution of the United States places the responsibilty for the conduct of our foreign affairs upon the President.

Test Exercises

1. Why would an Egyptian be likely to have a different opinion of the United States than would an American?
2. Which countries are known as the Benelux countries?
3. Which countries are rich in coal? Which are rich in oil?
4. Why would auto manufacturers of the United States, who are in competition with foreign auto manufacturers, be interested in auto manufacturers in other parts of the world?
5. Give some of the reasons why your government needs representatives in foreign countries.
6. What important part does the Senate play in foreign affairs?
7. What is the function of the Department of State?
8. Show how an American manufacturer may be helped by a high tariff placed on foreign products entering the United States.
9. What is the purpose of reciprocal trade agreements?
10. What is the function of the General Assembly of the United Nations?

Suggested Activities

1. With the help of your librarian, find out what steps have been taken to bring about closer relations among certain nations of Western Europe. Report your findings to the class.
2. Make a report, oral or written, about reciprocal trade agreements. With what countries have such agreements been made? What products are covered by the agreements?
3. Read the articles on the United Nations in *The World Book Encyclopedia* and in *Compton's Pictured Encyclopedia.* Make a report to the class on some phase of the United Nations not mentioned in your textbook.

CHAPTER XXX

YOUR HERITAGE AS AN AMERICAN CITIZEN

PREPARATORY NOTE: Every American living today is a son or daughter of the past. Each has received as an inheritance this United States of America. No living American can take much credit for the sum of good things which are his, for most of them were made possible by those who are now gone. As one of the younger group of Americans, you have had only a few years in which to enjoy and appreciate fully these good things. You are still in the preparatory stage, during which your chief duty is to get ready for full participation in citizenship. When you are prepared, you will be expected to contribute something good to this nation of ours. Take this as one of your chief aims of life: to make this nation better, greater, and more useful among the nations of the world.

Your Inheritance of Citizenship. You have now come to the end of your study of *Fundamentals of Citizenship.* You have traced your growth as a citizen of this country. First, you saw yourself as an individual developing physically, mentally, morally, economically, socially, and politically. Second, you traced your development as a member of various groups—the home, the school, and the community. Third, you considered yourself as a member of a community which concerns itself with public health, protection, education, recreation, dependents, city planning, industry, and

immigrants. Fourth, you learned of your role as a citizen of three separate and yet co-operative forms of government—local, state, and national. Throughout all this discussion you have realized your importance and your personal growth as an individual.

Through your study you have learned what it means to be an American citizen. You have learned that the privileges of American citizenship are the outgrowth of centuries of struggle. If you want to continue to enjoy the many privileges granted by government, you must do your part. You must prepare yourself to be a good citizen. You must know and obey the laws. You ought to help others know and obey the laws. You must do your part in seeing that the laws are enforced. Keep in mind that the more the laws are enforced, the more we will enjoy security and freedom.

Your government is a co-operative enterprise, and if it is to be conducted in the interest of all the people, you should bear your part in an intelligent, honest, and efficient manner.

Your Intellectual Inheritance. Chief among the treasures of your inheritance is the wisdom of all the ages. The learning of the Egyptians and Babylonians, the Greeks and the Romans, the records of the monk in his monastery, the stories, poems, plays, and historical accounts by the wisest men of all times are made available to you.

Knowledge is acquired through trial and experience. In very early times the only way men could transmit knowledge was by means of signs or by the spoken word. One generation would pass on knowl-

edge to the next by telling to the children what had been told to it or what it had experienced. The children, in turn, would pass it on to their children, and these children to their children, and so on. When, after a long time, a system of writing was developed, knowledge could be recorded and passed on more accurately. The Greeks, who were interested in the nature of man and the universe, acquired much knowledge. They wrote a great many poems, plays, histories, and works on philosophy. The Romans through nearly a thousand years developed very efficient government and wrote many excellent laws.

Much of this written knowledge was kept in libraries and monasteries. For a thousand years after the great Roman state ceased to exist, monks in European monasteries copied the writings of the ancients. The scholars of Europe kept records and wrote books. A short time before Columbus discovered America, the printing press was invented. Many more people could now afford to buy books. During the past few hundred years the knowledge and the experiences of the human race have become more widely distributed. Your government through its development of schools and libraries and its guarantee of freedom of the press has placed this accumulation of the world's knowledge within your reach.

You will inherit some of this wealth. While you may choose only a part of this great wealth of learning, it is here for you to have and to enjoy, if you will. Our government provides by law that you shall not be deprived of the opportunity of a free education. In

some states you are required to attend school until you are sixteen years of age. In all states you may attend school as long as you like, in line with whatever local regulations there may be.

Your Religious Inheritance. Religion has been of great importance in the progress of civilization. Many different religions have been developed by the human race. The countries from which your ancestors came once had state churches established by the government; everyone was required to belong to the same state church. Many people came to America so that they might worship God as they pleased. Among the great freedoms guaranteed by the Constitution of the United States is religious freedom. America has become the refuge of those who have been persecuted because of religious beliefs. The American idea that all should be allowed to worship as they choose is now found in nearly every civilized country. America played an important role in bringing about this freedom. Religious freedom is one of the most valuable parts of your heritage.

Your Material Heritage. You have a share also in the great natural resources of the American continent. Its rich soil, its extensive forests, its immense beds of coal, its precious metals, its useful minerals, its wells of oils, its waterways, and its abundant supply of building materials give the people of America the greatest opportunity ever offered in the world's history to build great cities, to establish large industries, to make attractive homes, and to become a happy, contented people.

You have the opportunity, if your abilities permit, to choose any career you may wish. Naturally, you will want to choose the career for which you think you are best fitted or in which you think you can do the most good. You may earn as much money as ability and opportunity allow. You may spend it or save it as you like. You may decide, on the other hand, that money is not everything; that success in life depends more upon a career that enables you to serve others.

Your Political Heritage. Government in America has preserved and has developed the best in civilization. The key that unlocks the door to its enjoyment is American citizenship. The Declaration of Independence made possible the political heritage of the American citizen; the Constitution has long guarded this treasure and stands as a guarantee of its safekeeping. The amendments to the Constitution of the United States and the constitutions of the several states have kept this inheritance even safer.

The principles for which our country and its leaders have stood are a vital part of our national spirit. Courage, loyalty, truth, sympathy, honor, and generosity, interwoven with a love of country and a spirit of service, have been defended and upheld again and again. The heritage of the American citizen, which is sometimes referred to as "the American way of life," is the best that has been obtained. If we want to continue our way of life, each generation must continue the principles upon which this way of life was built. Each individual must do his duty and must bear his full share of responsibility.

Looking Forward. This inheritance should not be hoarded; rather, the door should be opened wide so that those less fortunate may share in its blessings. It will gain a richer meaning if the wealth of this nation is poured into the hands of coming generations. Greater development of air routes and waterways, extension of the railroads, the education of all the people, the conservation of natural and human resources can have but one result—a richer, happier land.

Unselfish service throughout the ages has created these treasures and kept them secure. You, too, through a life of active, unselfish service to your community and to your nation, must have a share in keeping these treasures safe for the America that is yet to be.

As we look into the future, we do not know what lies ahead. We do know that only in a world that is truly free is the road to wisdom open. To travel this road, we must act wisely and honestly; we must favor what is right and oppose what is wrong.

Test and Study Exercises

Aids to Learning

1. Note that you have inherited citizenship in the greatest co-operative government in the world. Citizenship carries with it a great intellectual, religious, and material inheritance.

2. Remember that a good citizen does not hoard these inheritances, but through his active, intelligent service enriches them and thereby makes his community a more wholesome place in which to live.

Test Exercises

1. Name the various kinds of inheritances that you, as a citizen of this country, receive.
2. How has the learning of past ages been handed down to the present generation?
3. When was the printing press invented?
4. In which great document do you find a guarantee of religious freedom?
5. What is included in your material inheritance?
6. What protects your political inheritance?

Suggested Activities

1. Study the following quotations and be prepared to tell in your own words what each of them means to you.

> "Citizens, by birth or choice, of a common country, that country has a right to concentrate your affections. The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism. Respect for the authority of this government, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty."
>
> —GEORGE WASHINGTON

> "Let every American, every lover of liberty, every well-wisher to his posterity swear by the blood of the Revolution never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the 'patriots of seventy-six' did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his liberty, and his sacred honor."
>
> —ABRAHAM LINCOLN

2. The teacher may appoint three speakers on each side to debate this question: *Resolved,* That our intellectual inheritance is more valuable than our material inheritance.
3. Explain orally or in writing what the American way of life means to you.

THE FLAG*

History of the Flag. The American Flag is one of the oldest of the National Standards of the world in their present form; older than the Union Jack of Britain or the Tricolor of France.

The Flag was first authorized by Congress, June 14, 1777. This date is now observed as Flag Day throughout America.

It was first decreed that there should be a star and a stripe for each state, making thirteen of both; for the states at that time had just been erected from the original thirteen colonies.

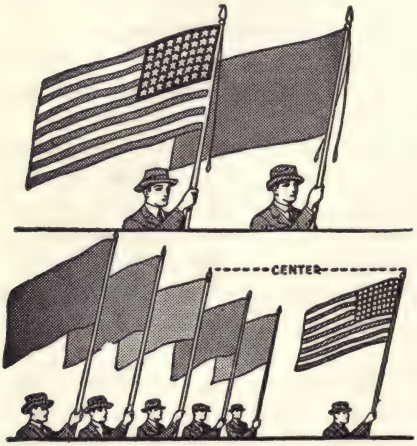
After Vermont and Kentucky had been admitted to the Union, the number of stars and of stripes was raised to fifteen in correspondence. As other states came into the Union it became evident there would be too many stripes. So in 1818 Congress enacted that the number of stripes be reduced and restricted henceforth to thirteen, representing the thirteen original states; while a star should be added for each succeeding state. That law is the law of today.

The Flag first rose over thirteen states along the Atlantic seaboard, with a population of some three million people. Today it flies over forty-eight states extending across the continent, and over great islands of the two oceans; and about one hundred fifty millions owe it allegiance. It has been brought to this proud position by love and sacrifice. Citizens have advanced it and heroes have died for it. It is the sign made visible of the strong spirit that has brought liberty and prosperity to the people of America. It is the Flag of all of us alike. Let us accord it honor and loyalty.

On Flag Day, June 14, 1922, representatives of over 68 organizations met in Washington for a conference, called by and conducted under the auspices of The National Americanism Commission of The American Legion, to draft an authentic code of flag etiquette. The code drafted by that conference is printed on the following pages.

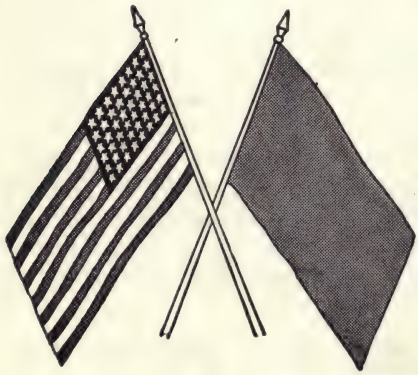
**All the material on the Flag is used by courtesy of and special permission from The American Legion.—Publishers.*

How to Display the Flag. There are certain fundamental rules of heraldry which, if understood generally, would indicate the proper method of displaying the Flag. The matter becomes a very simple one if it is kept in mind that the National Flag represents the living country and is itself considered as a living thing. The union of the Flag is the honor point; the right arm is the sword arm, and therefore the point of danger and hence the place of honor.



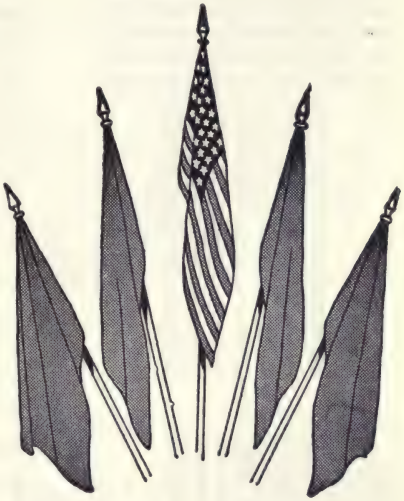
1. The Flag should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. It should be displayed on national and state holidays and on historic and special occasions. The Flag should always be hoisted briskly and lowered slowly and ceremoniously.

2. When carried in a procession with another flag or flags, the Flag of the United States should be either on the marching right, i.e., the Flag's own right, or when there is a line of other flags the Flag of the United States may be in front of the center of that line.



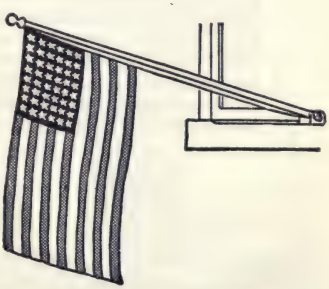
3. When displayed with another flag against a wall, from crossed staffs, the Flag of the United States should be on the right, the Flag's own right, and its staff should be in front of the staff of the other flag.

4. When a number of flags are grouped and displayed from staffs, the Flag of the United States should be in the center or at the highest point of the group.

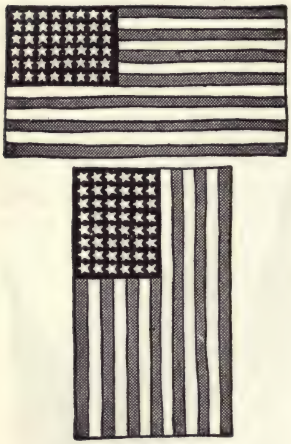


5. When flags of states or cities or pennants of societies are flown on the same halyard with the Flag of the United States, the National Flag should always be at the peak. When flown from adjacent staffs, the Flag of the United States should be hoisted first and lowered last. No flag or pennant should be placed above or to the right of the Flag of the United States.

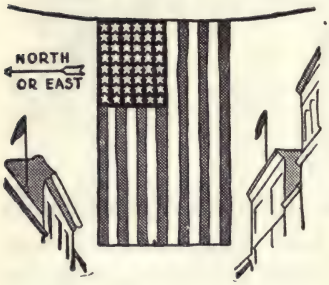
6. When flags of two or more nations are displayed, they should be flown from separate staffs of the same height and the flags should be of approximately equal size. (International usage forbids the display of the flag of one nation above that of another nation in time of peace.)



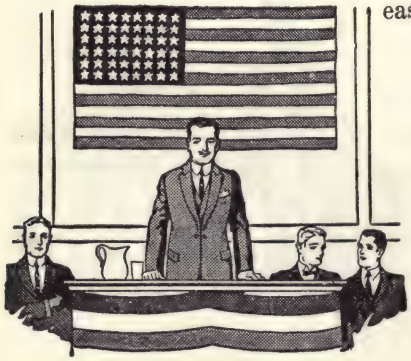
7. When the Flag is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of building, the union of the Flag should go clear to the head of the staff unless the Flag is at half-mast.



8. When the Flag of the United States is displayed in a manner other than by being flown from a staff, it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the Flag's own right, i.e., to the observer's left. When displayed in a window it should be displayed the same way, i.e., with the union or blue field to the left of the observer in the street. When festoons, rosettes, or drapings of blue, white, and red are desired, bunting should be used, but never the flag.

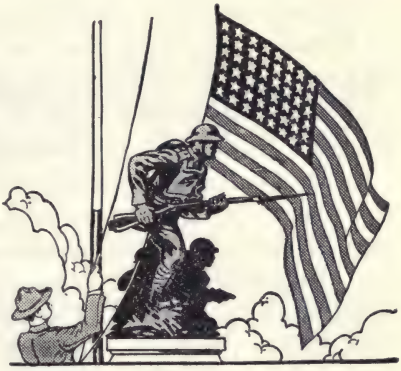


9. When displayed over the middle of the street, as between buildings, the Flag of the United States should be suspended vertically with the union to the north in an east-and-west street or to the east in a north-and-south street.

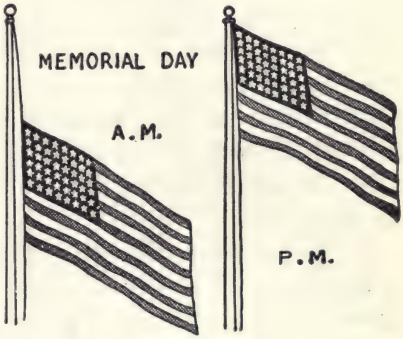


10. When used on a speaker's platform, the Flag should be displayed above and behind the speaker. It should never be used to cover the speaker's desk nor to drape over the front of the platform. If flown from a staff it should be on the speaker's right.

11. When used in unveiling a statue or monument, the Flag should not be allowed to fall to the ground but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.



12. When flown at half-mast, the Flag is first hoisted to the peak and then lowered to the half-staff position, but before lowering the Flag for the day it is raised again to the peak. On Memorial Day the Flag is displayed at half-staff from sunrise until noon and at full staff from noon until sunset, for the Nation lives and the Flag is the symbol of the living Nation.



13. When used to cover a casket, the Flag should be placed so that the union is at the head and over the left shoulder. The Flag should not be lowered into the grave nor allowed to touch the ground. The casket should be carried foot first.

14. When the Flag is displayed in church, it should be from a staff placed on the congregation's right as they face the clergyman. The service flag, the state flag, or other flag should be at the left of the congregation. If in the chancel, the Flag of the United States should be placed on the clergyman's right as he faces the congregation, and other flags on his left.

15. When the Flag is in such a condition that it is no longer a fitting emblem for display, it should not be cast aside or used in any way that might be viewed as disrespectful to the national

colors, but should be destroyed as a whole, privately, preferably by burning or by some other method in harmony with the reverence and respect we owe to the emblem representing our country.

How to Respect the Flag. 1. Do not permit disrespect to be shown to the Flag of the United States.

2. Do not dip the Flag of the United States to any person or any thing. The regimental color, state flag, organization or institutional flag will render this honor.

3. Do not display the Flag of the United States with the union down except as a signal of distress.

4. Do not place any other flag or pennant above or to the right of the Flag of the United States.

5. Do not let the Flag of the United States touch the ground or trail in the water.

6. Do not place any object or emblem of any kind on or above the Flag of the United States.

7. Do not use the Flag as drapery in any form whatever. Use bunting of blue, white, and red.

8. Do not fasten the Flag in such manner as will permit it to be easily torn.

9. Do not drape the Flag over the hood, top, sides, or back of a vehicle, or of a railroad train, or boat. When the Flag is displayed on a motor car, the staff should be affixed firmly to the chassis or clamped to the radiator cap.

10. Do not display the Flag on a float in a parade except from a staff.

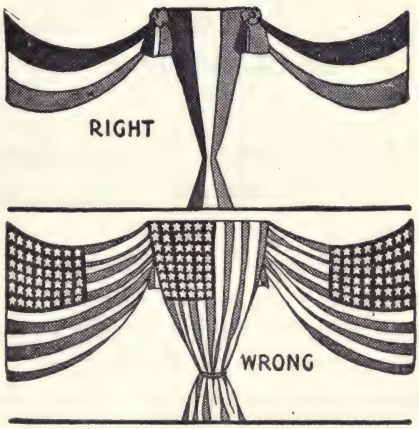
11. Do not use the Flag as a covering for a ceiling.

12. Do not use the Flag as a portion of a costume or of an athletic uniform.

13. Do not put lettering of any kind upon the Flag.

14. Do not use the Flag in any form of advertising nor fasten an advertising sign to a pole from which the Flag of the United States is flying.

15. Do not display, use, or store the Flag in such a manner as will permit it to be easily soiled or damaged.



Use of Bunting. Bunting of the national colors should be used for a speaker's desk, for the front of a platform, or for general decoration. It should have the blue above, the white in the middle, and the red below.

How to Salute the Flag. During the ceremony of hoisting or lowering the Flag or when the Flag is passing in a review, all persons present should face the Flag, stand at attention, and salute. Those present in uniform should render the military salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder, the hand being over the heart. Men without hats should salute in the same manner. Aliens should stand at attention. Women should salute by placing the right hand over the heart. The salute to the Flag in the moving column should be rendered at the moment the Flag passes.

Salute When Giving the Pledge to the Flag. In pledging allegiance to the Flag of the United States of America, the approved practice in schools, suitable also for civilian adults, is as follows:

> "I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

The right hand should be placed over the heart. Civilians always show full respect to the Flag, when the pledge is given, by merely standing at attention, men removing the headdress.

When the national anthem is played and the Flag is not displayed, all should stand at attention, facing the music.

DECLARATION OF INDEPENDENCE

A Declaration by the Representatives of the United States of America, in Congress Assembled July 4, 1776

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But

when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature,—a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measure.

He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

He has refused, for a long time after such dissolutions, to cause others to be elected, whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining, in

the meantime, exposed to all the dangers of invasions from without and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for the naturalization of foreigners, refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of, and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitutions and unacknowledged by our laws, giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas, to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrection among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which

may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in our attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly publish and declare, That these united colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent states may of right do. And, for the support of this declaration with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

CONSTITUTION OF THE UNITED STATES

PREAMBLE

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I

Sec. I. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Sec. II. 1. The House of Representatives shall be composed of members chosen every second year by the people of the several states; and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

3. Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of

years, and excluding Indians not taxed, three-fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to choose three; Massachusetts, eight; Rhode Island and Providence Plantations, one; Connecticut, five; New York, six; New Jersey, four; Pennsylvania, eight; Delaware, one; Maryland, six; Virginia, ten; North Carolina, five; South Carolina, five; Georgia, three.

4. When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

5. The House of Representatives shall choose their Speaker and other officers, and shall have the sole power of impeachment.

Sec. III. 1. The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, for six years; and each Senator shall have one vote.

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided, as equally as may be, into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and the third class at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen by resignation or otherwise, during the

recess of the legislature of any state, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

3. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

4. The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

5. The Senate shall choose their other officers, and also a President "pro tempore," in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

7. Judgment, in cases of impeachment, shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall, nevertheless, be liable and subject to indictment, trial, judgment, and punishment, according to law.

Sec. IV. 1. The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof; but the Congress may, at any time, by law, make or alter such regulations, except as to the places of choosing Senators.

2. The Congress shall assemble at least once in every year; and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Sec. V. 1. Each house shall be judge of the elections, returns, and qualifications of its own members; and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner and under such penalties as each house may provide.

2. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member.

3. Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may, in their judgment, require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

4. Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Sec. VI. 1. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall, in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house they shall not be questioned in any other place.

2. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased, during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office.

Sec. VII. 1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments, as on other bills.

2. Every bill which shall have passed the House of Representatives and the Senate shall, before it becomes a law, be presented to the President of the United States; if he approve, he shall sign it; but if not, he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If, after such reconsideration, two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and, if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays; and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless Congress, by their adjournment, prevent its return; in which case it shall not be a law.

3. Every order, resolution, or vote, to which the concurrence of the Senate and House of Representatives may be

necessary (except on a question of adjournment) shall be presented to the President of the United States, and, before the same shall take effect, shall be approved by him, or, being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Sec. VIII. The Congress shall have power—

1. To lay and collect taxes, duties, imposts, and excises; to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States:

2. To borrow money on the credit of the United States:

3. To regulate commerce with foreign nations, and among the several states, and with the Indian tribes:

4. To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States:

5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures:

6. To provide for the punishment of counterfeiting the securities and current coin of the United States:

7. To establish post offices and post roads:

8. To promote the progress of science and useful arts, by securing, for limited times, to authors and inventors the exclusive right to their respective writings and discoveries:

9. To constitute tribunals inferior to the Supreme Court:

10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations:

11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water:

12. To raise and support armies; but no appropriation of money to that use shall be for a longer term than two years:

13. To provide and maintain a navy:

14. To make rules for the government and regulation of the land and naval forces:

15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions:

16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress:

17. To exercise exclusive legislation, in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings: And,

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or office thereof.

Sec. IX. 1. The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight; but a tax or

duty may be imposed on such importation, not exceeding ten dollars for each person.

2. The privilege of the writ of "habeas corpus" shall not be suspended, unless when, in cases of rebellion or invasion, the public safety may require it.

3. No bill of attainder, or "ex post facto" law, shall be passed.

4. No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken.

5. No tax or duty shall be laid on articles exported from any state.

6. No preference shall be given, by any regulation of commerce or revenue, to the ports of one state over those of another; nor shall vessels bound to or from one state be obliged to enter, clear, or pay duties in another.

7. No money shall be drawn from the Treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States; and no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign state.

Sec. X. 1. No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts; or grant any title of nobility.

2. No state shall, without the consent of the Congress,

lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws, and the net produce of all duties and imposts laid by any state on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. No state shall, without the consent of Congress, lay any duty of tonnage, keep troops or ships of war in time of peace, enter into any agreement or compact with another state or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II

Sec. I. 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected as follows:

2. Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

3. [Annulled. See Amendments, Art. 12.]

4. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes, which day shall be the same throughout the United States.

5. No person except a natural-born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President;

neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President; and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

7. The President shall, at stated times, receive for his services a compensation which shall neither be increased nor diminished during the period for which he shall have been elected; and he shall not receive, within that period, any other emolument from the United States, or any of them.

8. Before he enter on the execution of his office, he shall take the following oath or affirmation:—

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."

Sec. II. 1. The President shall be commander-in-chief of the army and navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices; and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and, by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers, and consuls, judges of the Supreme Court, and all other officers of the United States whose appointments are not herein otherwise provided for, and which shall be established by law. But the Congress may, by law, vest the appointment of such inferior officers as they think proper in the President alone, in the courts of law, or in the heads of departments.

3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Sec. III. He shall, from time to time, give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and, in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed; and shall commission all the officers of the United States.

Sec. IV. The President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

Sec. I. The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may, from time to time, ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

Sec. II. 1. The judicial power shall extend to all cases in law and equity arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, and other public ministers, and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states; between a state and citizens of another state; between citizens of different states; between citizens of the same state, claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens, or subjects.

2. In all cases affecting ambassadors, other public ministers, and consuls, and those in which a state shall be a party, the Supreme Court shall have original jurisdiction. In all other cases beforementioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations, as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at

such place or places as the Congress may by law have directed.

Sec. III. 1. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason; but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attainted.

ARTICLE IV

Sec. I. Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may, by general laws, prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Sec. II. 1. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

2. A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall, on demand of the executive authority of the state from which he fled, be delivered up to be removed to the state having jurisdiction of the crime.

3. No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

Sec. III. 1. New states may be admitted by the Congress into this Union, but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned, as well as of the Congress.

2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Sec. IV. The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion, and, on application of the legislature, or of the executive (when the legislature cannot be convened), against domestic violence.

ARTICLE V

The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the Ninth Section of the First Article; and that no state,

without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

1. All debts contracted, and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution as under the Confederation.

2. This Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding.

3. The Senators and Representatives beforementioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

The ratification of the conventions of nine states shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

AMENDMENTS TO THE CONSTITUTION

Art. I. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;

or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble and to petition the government for a redress of grievances.

Art. II. A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

Art. III. No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Art. IV. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated; and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Art. V. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled, in any criminal case, to be witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Art. VI. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and

cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor; and to have the assistance of counsel for his defense.

Art. VII. In suits at common law, where the value in controversy shall exceed twenty dollars, the rights of trial by jury shall be preserved; and no fact, tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

Art. VIII. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Art. IX. The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Art. X. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Art. XI. The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another state, or by citizens or subjects of any foreign state.

Art. XII. 1. The electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President; and they shall make distinct lists of all persons voted for as President, and of all

persons voted for as Vice-President, and of the number of votes for each; which lists they shall sign and certify, and transmit, sealed, to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted; the person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers, not exceeding three, on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But, in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President, whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.

2. The person having the greatest number of votes as Vice-President shall be the Vice-President, if such number be a majority of the whole number of electors appointed; and if no person have a majority, then from the two highest numbers on the list the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice.

3. But no person constitutionally ineligible to the office

of President shall be eligible to that of Vice-President of the United States.

Art. XIII. 1. Neither slavery nor involuntary servitude, except as a punishment for crime, whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

2. Congress shall have power to enforce this article by appropriate legislation.

Art. XIV. 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

2. Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election, for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each house, remove such disability.

4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void.

5. Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Art. XV. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States, or by any state, on account of race, color, or previous condition of servitude.

2. The Congress shall have power to enforce this article by appropriate legislation.

Art. XVI. The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration.

Art. XVII. The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislatures.

When vacancies happen in the representation of any state in the Senate, the executive authority of such state shall issue writs of election to fill such vacancies. Provided, that the legislature of any state may empower the executive thereof to make temporary appointment until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to effect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Art. XVIII. Sec. 1. After one year from the ratification of this article, the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof, for beverage purposes, is hereby prohibited.

Sec. 2. The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

Sec. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.

Art. XIX. 1. The right of citizens of the United States

to vote shall not be denied or abridged by the United States or by any state on account of sex.

2. Congress shall have power to enforce this article by appropriate legislation.

Art. XX. Sec. 1. The terms of the President and Vice-President shall end at noon on the twentieth day of January, and the terms of Senators and Representatives at noon on the third day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Sec. 2. The Congress shall assemble at least once in every year, and such meetings shall begin at noon on the third day of January, unless they shall by law appoint a different day.

Sec. 3. If, at the time fixed for the beginning of the term of the President, the President-elect shall have died, the Vice-President-elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President-elect shall have failed to qualify, then the Vice-President-elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President-elect nor a Vice-President-elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Sec. 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate

may choose a Vice-President whenever the right of choice shall have devolved upon them.

Sec. 5. Sections 1 and 2 shall take effect upon the fifteenth day of October following the ratification of this article.

Sec. 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Art. XXI. Sec. 1. The eighteenth amendment to the Constitution of the United States is hereby repealed.

Sec. 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Sec. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Art. XXII. Sec. 1. No person shall be elected to the office of the president more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or act-

ing as President during the remainder of such term.

Sec. 2. This Article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

COMPENDIUM OF CIVIC INFORMATION

TERRITORIES AND DEPENDENCIES OF THE UNITED STATES

Territories are those regions too sparsely settled or which for some other reason are not yet ready to be made states. Their type of government is that which is designed to prepare them to become states. Dependencies are given whatever government best suits their needs.

Name	Date of Acquisition	Area Sq. Mi.	Population 1950	Territory or Dependency
Alaska...	Purchased from Russia in March, 1867.....	586,400	128,643	Territory
Hawaii...	Annexed to U. S. July 7, 1898.....	6,423*	499,794	Territory
Guam....	Ceded to U. S. by Spain, December 10, 1898..	206	59,498	Dependency
Puerto Rico...	Ceded to U. S. by Spain, December 10, 1898..	3,435	2,210,703	Dependency
American Samoa.	Acquired by U. S. December 2, 1899.....	76	18,937	Dependency
Panama Canal Zone...	Acquired by U. S. May 4, 1904.....	553	52,822	Dependency
Virgin Islands.	Purchased from Denmark, March 3, 1917.	133	26,665	Dependency

*Includes Midway Islands.

UNITED STATES GOVERNMENT
Executive Department

The President. Dwight D. Eisenhower. Salary $100,000
Vice-President. Richard M. Nixon. Salary $35,000

The Cabinet. The salary of each cabinet member is $22,500

Department of State; John Foster Dulles, Secretary

Activities: Formulation of Policy toward Other Countries; Treaties and Other International Agreements; International Trade Policy; Recognition of States, Governments, and Belligerency; Policy Relative to International Organization and Security; Foreign Service of the United States; Foreign Diplomatic and Consular Offices; Registration of Agents of Foreign Principals; Passports and Visas; Extradition Procedure; International Transport and Communications; Informational and Cultural Aspects of Policy; Domestic Functions; Publications.

Department of the Treasury; George M. Humphrey, Secretary

Activities: Bureau of Comptroller of Currency; Bureau of Customs; Bureau of Engraving and Printing; Bureau of Internal Revenue; Bureau of the Mint; Bureau of Narcotics; Division of Monetary Research; Division of Research and Statistics; Division of Tax Research; Legal Division; Fiscal Service; War Finance Division; Foreign Fund Control; Procurement Division; U. S. Secret Service; Office of Tax Legislative Counsel.

National Military Establishment; Charles E. Wilson, Secretary

This organization has superseded the former War and Navy departments. A Department of the Air Force has been created, equal in rank with the new Department of the Army and the new Department of the Navy. The head of the National Military Establishment, known as the secretary of defense, is a member of the president's cabinet. Each of the three service departments is also under the direction of a secretary, but these secretaries are not members of the president's cabinet.

Activities: National Security Council; Central Intelligence Agency; Joint Chiefs of Staff; War Council; National Security Resources Board; Munitions Board; Research and Development Board.

Department of Justice; Herbert Brownell, Jr., Attorney General

Activities: General Government Legal Representation, Advice, and Opinions; Representation in U. S. Supreme Court; Antitrust Division; Tax Division; Claims Division; Lands Division; Criminal Division; Customs Division; Federal Bureau of Investigation; Bureau of Prisons; Board of Parole; Immigration and Naturalization Service; Board of Immigration Appeals.

Post Office Department; Arthur Summerfield, Postmaster General

Activities: Care, Maintenance, and Operation of Federal Postal Service; Postal Treaties with Foreign Governments, subject to Approval of President; Award and Execution of Mail Contracts and Management of Foreign Mail Service; Management of Postal Savings, Money-Order, and Registered Mail Services; Supervision of Air and Railway Mail Service.

Department of the Interior; Douglas McKay, Secretary

Activities: General Land Office; Bureau of Reclamation; Geological Survey; Bureau of Mines; Bureau of Indian Affairs; National Park Service; Fish and Wildlife Service; Petroleum Conservation Division; Solid Fuels Administration for War; Division of Power; Division of Territories and Island Possessions; Puerto Rico Reconstruction Administration; Office of Land Utilization; Grazing Service; National Power Policy Committee.

Department of Agriculture; Ezra T. Benson, Secretary

Activities: Agricultural Research Administration; Bureau of Agricultural and Industrial Chemistry; Bureau of Dairy Industry; Bureau of Animal Industry; Bureau of Entomology and Plant Quarantine; Extension Service; Farmers Home Administration; Forest Service; Rural Electrification Administration; Production and Marketing Administration; Commodity Credit Corporation; Federal Crop Insurance Corporation; Soil Conservation; Bureau of Agricultural Economics; Foreign Agricultural Service.

Department of Commerce; Sinclair Weeks, Secretary

Activities: Business Advisory Council; Bureau of the Census; Coast and Geodetic Survey; Bureau of Foreign and Domestic Commerce; Inland Waterways Corporation; National Bureau of Standards; Patent Office; Weather Bureau; Civil Aeronautics Administration.

Department of Labor; James P. Mitchell, Secretary

Activities: Bureau of Labor Statistics; Bureau of Labor Standards; United States Employment Service; Wage, Hour, and Public Contracts Division; Women's Bureau; Office of International Labor Affairs.

Department of Health, Education, and Welfare
Marion Bayard Folsom, Secretary

Activities: Public Health Service; Office of Education; Children's Bureau; Bureau of Public Assistance; Bureau of Old Age and Survivors' Insurance; Bureau of Federal Credit Unions; Bureau of Vocational Rehabilitation; Food and Drug Administration; Surplus Property Program; Social Security Administration.

JUDICIAL DEPARTMENT

Supreme Court of the United States

Chief Justice Earl Warren, appointed 1953. Salary $35,500.

***Associate Justices**

Hugo L. Black, appointed 1937.
Stanley F. Reed, appointed 1938.
Felix Frankfurter, appointed 1939.
William O. Douglas, appointed 1939.
Harold H. Burton, appointed 1945.
Tom C. Clark, appointed 1949.
Sherman Minton, appointed 1949.
John M. Harlan, appointed 1954.

*Salary of each, $35,000 yearly.

Court of Customs and Patent Appeals

MEMBERS	SALARY
Presiding Judge	$25,500
4 Associate Judges, each	25,500

Court of Claims

MEMBERS	SALARY
Chief Justice	$25,500
4 Associate Judges, each	25,500

United States Customs Court

MEMBERS	SALARY
Presiding Judge	$22,500
8 Associate Judges, each	22,500

Federal Circuit Courts

DISTRICT	JUDICIAL CIRCUIT	*NO. OF JUDGES
First	Me., Mass., N. H., R. I., Puerto Rico	3
Second	Conn., N. Y., Vt.	6
Third	Del., N. J., Pa., Virgin Islands	7
Fourth	Md., N. C., S. C., Va., W. Va.	3
Fifth	Ala., Fla., Ga., La., Miss., Tex., Canal Zone	6
Sixth	Ky., Mich., Ohio, Tenn.	6
District of D. C.	Columbus	6

Federal Circuit Courts *(Continued)*

DISTRICT	JUDICIAL CIRCUIT	*NO. OF JUDGES
Seventh	Ill., Ind., Wis.	6
Eighth	Ark., Iowa, Minn., Mo., Nebr., N. Dak., S. Dak.	7
Ninth	Ariz., Calif., Idaho, Mont., Nev., Oreg., Wash., Alaska, Hawaii	7
Tenth	Colo., Wyo., Utah, Kan., Okla., N. Mex.	5

*Salary of each, $25,500 yearly.

United States District Courts

There are one or more United States District Courts in each state.

Circuit Court of Appeals

Each of the Circuit Courts of Appeals includes the District and Circuit judges in its particular circuit. They meet in the following cities of the respective Districts.

Circuit	City
First	Boston, and when necessary, San Juan, P. R.
Second	New York
Third	Philadelphia
Fourth	Richmond and Asheville, N. C.
Fifth	New Orleans, Atlanta, Ft. Worth, and Montgomery
Sixth	Cincinnati
Seventh	Chicago
Eighth	St. Louis, Kansas City, Omaha, and St. Paul
Ninth	San Francisco, and two other places designated by judges of this District
Tenth	Denver, Wichita, and Oklahoma City

LEGISLATIVE DEPARTMENT

The Congress

	Term	Salary	Qualifications
Senate			
Vice-President, presiding officer	4 yrs.	$35,000	Must be a natural-born citizen; 35 yrs. old; and a resident in U. S. 14 yrs.
2 senators from each state	6 yrs.	$22,500	Must be 30 yrs. old; a U. S. citizen for 9 yrs.; an inhabitant of the state electing him.
House of Representatives			
The Speaker, presiding officer		$35,000	Must be 25 yrs. old; a U. S. citizen for 7 yrs.; an inhabitant of the state electing him.
435 representatives apportioned according to the population of the states.	2 yrs.	$22,500	

THREE WAYS IN WHICH A BILL MAY BECOME A LAW

1. A bill becomes a law when it is passed by both houses of Congress and signed by the President.

2. A bill becomes a law when it is vetoed by the President and passed by a two-thirds vote of both houses over his veto.

3. A bill becomes a law when it is passed by both houses of Congress and the President holds it for ten days without signing it. It is then enacted without his signature.

THE UNITED STATES CENSUS BUREAU

The Constitution requires that a population census of the United States be taken decennially. The first census was taken in 1790, and the most recent, the seventeenth, in 1950. The Census Bureau was made a permanent organization in 1902 and since 1913 has been a branch of the Department of Commerce. In 1927 the Bureau took, for the first time, a census of distribution of trade in some of the principal cities. One important feature of the Census Bureau's work is the monthly publication of the *Survey of Current Business*, which gives data regarding the movement of prices, stocks on hand, production, etc., for various lines of trade and industry, together with such other available data as may throw light upon the business situation.

The scope of the decennial census, which at first was little more than a simple count of the population by family groups and by sex and color, has been extended from time to time until in 1930 it covered in detail population, including occupations; agriculture, including irrigation and drainage; manufactures; mines, quarries, and oil and gas wells; distribution (wholesale and retail trade); and unemployment.

The Director of the Census is appointed by the President. The permanent organization includes seven chief statisticians; namely, for Population, for Manufactures, for statistics of States and Cities, for Agriculture, for Vital Statistics, for Distribution, and for Cotton and Vegetable Oils. The regular force of the Bureau at Washington during intercensal periods comprises about 800 persons, and in addition approximately 750 special agents are employed intermittently in the South for the collection of data in regard to cotton and cottonseed. During a decennial census period the office force in Washington reaches a maximum of about 6,000 employees, and nearly 100,000 enumerators. These, together with a large number of supervisors, clerks, and other employees, are engaged in the task of collecting data, compiling statistics, and preparing reports for publication.

A decennial census of the United States is the most extensive investigation of its character undertaken by any governmental or other agency in any country; and the Bureau of Census is the largest statistical organization in the world.

STEPS AN ALIEN TAKES TO BECOME A CITIZEN

An alien may file an intention of naturalization as soon after his arrival in this country as he wishes if he is eighteen years of age or over. He should fill out application form N–400, which he may obtain from the nearest office of the Immigration and Naturalization Service, and send it to the naturalization officer, accompanied by two signed photographs of himself. The filing of an intention of naturalization is sometimes required by an employer but is no longer necessary for citizenship.

After five years of continuous residence in this country, a person wishing to become a citizen may file a petition for citizenship. He must have at least two citizens as witnesses who have personal knowledge of his continuous residence in this country. They must also furnish witness to his good moral character. He must be able to speak English unless physically unable to do so. The fee for petition is $10.00.

Not less than thirty days later he is notified to appear for final action before the court to renounce allegiance to the foreign government of which he is a subject or citizen and to take the oath of allegiance to the United States. In most Federal and many State courts the witnesses are needed only at the time of filing the petition and need not appear for this final hearing. If the court finds the petitioner qualified for citizenship, he administers the oath and the applicant is given the certificate of citizenship.

LIBRARY OF CONGRESS

The Library of Congress was established in 1800 in Washington, D. C. It was destroyed by the burning of the Capitol in 1814 and in 1851 lost 35,000 volumes in another fire. The present library building, which cost $6,347,000, exclusive of land and subsequent additions, was opened to the public in November, 1897. It is located but a short distance from the Capitol and is the largest and finest building of its kind in the world.

The library contains approximately 8,000,000 books and pamphlets, over a million and a half maps and charts, three million and a half pieces of special matter, and millions of manuscripts. This collection has been built up through appropriations by Congress, by deposits under the Copyright Law, by gifts and exchanges, and by special additions. The material available is rich in history, political science, in official documents, national, state, and foreign, and in literary, historical, or other matters relating to America, including important files of American newspapers and original manuscripts. The manuscript collections are especially noteworthy for material on American history, some of the most distinguished of which have been received by transfer from the executive departments, the library now being regarded as the main custodian of the historical archive material in the possession of the government. Copies are also being made of documents concerning American history which are a part of foreign archive offices or other institutions. The library already has a large body of transcripts from such sources. This policy of transcribing and copying, where necessary by facsimile, is applied also to maps and to music.

The Copyright Department is a distinct division of the Library of Congress. It is under the immediate charge of the Register of Copyrights, who acts directly under the supervision of the Librarian of Congress.

The Library is maintained by Congress through annual appropriations for various purposes.

SMITHSONIAN INSTITUTION

The Smithsonian Institution at Washington, D. C., was created by act of Congress in 1846, under the terms of the will of James Smithson, an Englishman, who bequeathed his fortune in 1826 to the United States to found an institution for the "increase and diffusion of knowledge among men." From the income of the fund a building, known as the Smithsonian Building, was erected on land given by the United States. The Institution's original endowment of $541,000 has been increased by gifts and accumulation of interest.

The Institution is legally an organization, having as its members the President of the United States, the Vice-President, the Chief Justice, and the President's Cabinet. It is governed by a Board of Regents consisting of the Vice-President, the Chief Justice, three members of the Senate, three members of the House of Representatives, and six citizens of the United States appointed by joint resolution of Congress. The secretary of Smithsonian Institution is its executive officer and the director of its activities.

Throughout its history, the Institution has conducted and encouraged important scientific researches and investigations through aiding investigators by making grants for research and exploration, providing for lectures, initiating scientific projects, and publishing scientific papers. It also maintains a library of 900,000 volumes which consist mainly of the proceedings of learned societies and scientific periodicals. While the body of the library is deposited in the Library of Congress and accessible to all its readers, a working library is maintained at the Institution.

It has administrative charge of the National Museum, the National Gallery of Art, including the Freer Gallery of Art; the International Exchange Service, the Bureau of American Ethnology, the National Zoological Park the Astrophysical Observatory, and the United States Regional Bureau for the International Catalogue of Scientific Literature.

UNITED STATES BUREAU OF ENGRAVING AND PRINTING

The Bureau of Engraving and Printing of the Treasury Department manufactures all the paper money of the government; all stamps, including revenue stamps; all official checks, drafts, warrants, commissions, certificates, transportation requests, passports, and liquor permits. Each year millions of dollars are appropriated to this bureau to be spent for the manufacture of these important items.

The major task of the Bureau of Engraving and Printing is the production of paper money. It is all printed from steel engraved plates. Since steel engravings are now little used except in printing money, practically all of the steel engravers in the country work here. The engravings are transferred to flat plates which print twelve notes at an impression. Paper specially

made for the government is used. The method of printing is such as is employed almost nowhere else. Infinite care is taken that every note shall be perfect and that none of the distinctive paper is lost in the process of manufacture. Each note is subjected to a score of examinations.

The total weight of paper currency manufactured during a recent fiscal year was 1,400 tons. Of bonds, notes, and certificates, there were delivered 559,452,283 sheets. Postage and other stamps accounted for 373,942,648 additional sheets. Other miscellaneous forms manufactured at the Bureau of Engraving and Printing during that year consumed about 21,642,889 sheets.

Over half of this currency was one-dollar bills. Each year the government has to print more than one billion bills. This would fill a train of fifty cars.

COINAGE MINTS

Location	Established
Philadelphia	1792
San Francisco	1852
Denver	1862

ASSAY OFFICES

New York	Helena, Mont.
Carson City, Nev.	Seattle
Denver	Salt Lake City
Boise, Idaho	New Orleans

FEDERAL RESERVE BANKS

Dist.	City	Dist.	City	Dist.	City
1	Boston	5	Richmond	9	Minneapolis
2	New York	6	Atlanta	10	Kansas City
3	Philadelphia	7	Chicago	11	Dallas
4	Cleveland	8	St. Louis	12	San Francisco

GOVERNMENT OF THE DISTRICT OF COLUMBIA

The District of Columbia is the seat of the Federal Government of the United States. Almost its entire activity is governmental, there being tens of thousands of government employees in the city. The distinctive feature of the District is the fact that the legislative department is carried on by Congress directly, and the executive department is under an Executive Commission named by the President and confirmed by the Senate. Each house of the Congress has a committee on the District of Columbia. Taxation, current and for improvements, is borne chiefly by the taxpayers of the District. The residents have no vote on either national or municipal matters in the District. Persons from outside the District appointed to government positions retain their state residence and vote at home on all occasions.

AREA OF NATIONAL FORESTS IN UNITED STATES

United States Forest Service

State	Acres	State	Acres	State	Acres
Ala.	2,435,087	Mass.	1,651	Pa.	746,703
Ariz.	12,159,018	Mich.	5,189,141	S. C.	1,422,604
Ark.	3,586,665	Minn.	5,041,765	S. Dak.	1,405,250
Calif.	24,791,604	Miss.	2,777,325	Tenn.	1,531,797
Colo.	15,228,282	Mo.	3,459,999	Tex.	1,716,873
Fla.	1,241,955	Mont.	19,000,194	Utah	8,983,787
Ga.	1,732,322	Neb.	207,209	Vt.	580,520
Idaho	21,502,411	Nev.	5,308,407	Va.	4,123,667
Ill.	812,654	N. H.	806,323	Wash.	10,738,942
Ind.	784,647	N. Mex.	10,257,263	W. Va.	1,836,140
Iowa	218,671	N. C.	3,593,436	Wis.	2,018,964
Ky.	1,393,534	N. Dak.	764,425	Wyo.	9,013,328
La.	1,274,066	Ohio	1,466,109	Total	207,690,393
Me.	878,032	Okla.	344,269	Alaska	20,883,421
Md.	4,318	Oreg.	17,311,036	Puerto Rico	186,155

NATIONAL PARKS IN THE UNITED STATES

National Park Service

Name	Location	Year Created	Acres
Abraham Lincoln	Kentucky	1916	110
Acadia	Maine	1919	28,420
Antietam	Maryland	1890	183
Big Bend	Texas	1944	691,339
Bryce Canyon	Utah	1928	36,010
Carlsbad Caverns	New Mexico	1930	45,527
Chickamauga & Chattanooga	Georgia & Tennessee	1890	8,146
Crater Lake	Oregon	1902	160,290
Fort Donelson	Tennessee	1928	103
Fredericksburg	Virginia	1927	....
Gettysburg	Pennsylvania	1895	2,463
Glacier	Montana	1910	997,487

NATIONAL PARKS IN THE UNITED STATES *(Continued)*

National Park Service

NAMES	LOCATION	YEAR CREATED	ACRES
Grand Canyon	Arizona	1919	645,136
Grand Teton	Wyoming	1929	94,893
Great Smoky Mountains	North Carolina and Tennessee	1930	460,987
Guilford Courthouse	North Carolina	1917	149
Hawaii	Hawaii	1916	173,405
Hot Springs	Arkansas	1921	1,019
Isle Royale	Michigan	1940	133,839
Kings Canyon	California	1940	452,905
Kings Mountain	South Carolina	1931	4,012
Lassen Volcanic	California	1916	103,269
Mammoth Cave	Kentucky	1936	50,548
Mesa Verde	Colorado	1906	51,018
Moores Creek	North Carolina	1926	30
Morristown	New Jersey	1933	958
Mount McKinley	Alaska	1917	1,939,199
Mount Rainier	Washington	1899	241,525
Olympic	Washington	1938	848,812
Petersburg	Virginia	1926	1,325
Platt	Oklahoma	1906	912
Rocky Mountain	Colorado	1915	252,626
Sequoia	California	1890	385,100
Shenandoah	Virginia	1935	193,473
Shiloh	Tennessee	1894	3,718
Stones River	Tennessee	1927	324
Vicksburg	Mississippi	1899	1,324
Wind Cave	South Dakota	1903	28,000
Yellowstone	Wyoming, Montana, and Idaho	1872	2,213,207
Yosemite	California	1890	756,295
Zion	Utah	1919	94,241

THE INTERNATIONAL COURT OF JUSTICE

The Permanent Court of International Justice, established after the First World War, held its inaugural session at The Hague, Holland, in February, 1922. Although the United States was not a member of the Court, four American jdges served on it. After the Second World War the Statute of the Court was revised and annexed to the United Nations Charter. The

United States became a member of this revised International Court of Justice from the outset. In February, 1946, the new judges were elected and the Court began its work at The Hague. The membership of the Court in 1954 was as follows:

Alejandro Alvarez	Chile
J. Philadelpho de Barros Azevedo	Brazil
Jules Basdevant	France
J. Gustavo Guerrero	El Salvador
Arnold D. McNair	Great Britain
E. C. Armand-Ugon	Uruguay
Green H. Hackworth	United States
Helge Klaestad	Norway
Sergei A. Golunsky	U.S.S.R.
Benegal N. Rau	India
Abdel Hamid Badawi	Egypt
Hsu Mo	China
John E. Read	Canada
Bohdan Winiarski	Poland
Milovan Zoricic	Yugoslavia

STATE STATISTICS

State	No. of Representatives	Total Population 1950	School Enrollment 1950-1951 (est.)
Alabama	9	3,061,743	663,000
Arizona	2	749,587	162,000
Arkansas	6	1,909,511	426,000
California	30	10,586,223	1,759,000
Colorado	4	1,325,098	234,000
Connecticut	6	2,007,280	289,000
Delaware	1	318,085	47,000
Dist. of Columbia	..	802,178	125,000
Florida	8	2,771,305	523,000
Georgia	10	3,444,578	766,000
Idaho	2	588,637	125,000
Illinois	25	8,712,176	1,204,000
Indiana	11	3,934,224	690,000
Iowa	8	2,621,073	475,000
Kansas	6	1,905,299	320,000
Kentucky	8	2,944,806	551,000
Louisiana	8	2,683,516	460,000

STATE STATISTICS *(Continued)*

State	No. of Representatives	Total Population 1950	School Enrollment 1950-1951 (est.)
Maine	3	913,774	173,000
Maryland	7	2,343,001	348,000
Massachusetts	14	4,690,514	583,000
Michigan	18	6,371,766	1,070,000
Minnesota	9	2,982,483	502,000
Mississippi	6	2,178,914	553,000
Missouri	11	3,954,653	638,000
Montana	2	591,024	106,000
Nebraska	4	1,325,510	227,000
Nevada	1	160,083	31,000
New Hampshire	2	533,242	73,000
New Jersey	14	4,835,329	687,000
New Mexico	2	681,187	150,000
New York	43	14,830,192	1,980,000
North Carolina	12	4,061,929	920,000
North Dakota	2	619,636	114,000
Ohio	23	7,946,627	1,220,000
Oklahoma	6	2,233,351	542,000
Oregon	4	1,521,341	280,000
Pennsylvania	30	10,498,012	1,602,000
Rhode Island	2	791,896	98,000
South Carolina	6	2,117,027	508,000
South Dakota	2	652,740	117,000
Tennessee	9	3,291,718	633,000
Texas	22	7,711,194	1,476,000
Utah	2	688,862	156,000
Vermont	1	377,747	60,000
Virginia	10	3,318,680	628,000
Washington	7	2,378,963	455,000
West Virginia	6	2,005,552	448,000
Wisconsin	10	3,434,575	509,000
Wyoming	1	290,529	60,000
United States	435	150,697,361	25,767,000

STATE STATISTICS (*Continued*)

State	Entered Union	Area Sq. Mi.	Term of Governor's Office Years	Governor's Salary
Alabama	1819	51,998	4	$12,000
Arizona	1912	113,956	2	15,000
Arkansas	1836	53,335	2	10,000
California	1850	158,297	4	25,000
Colorado	1876	103,948	2	17,500
Connecticut	1788	4,965	4	15,000
Delaware	1787	2,370	4	12,000
Dist. of Columbia	....	70	.	.....
Florida	1845	58,666	4	15,000
Georgia	1788	59,265	4	12,000
Idaho	1890	83,888	4	10,000
Illinois	1818	56,665	4	25,000
Indiana	1816	36,354	4	15,000
Iowa	1846	56,147	2	12,000
Kansas	1861	82,158	2	15,000
Kentucky	1792	40,598	4	15,000
Louisiana	1812	48,506	4	18,000
Maine	1820	33,040	2	10,000
Maryland	1788	12,327	4	15,000
Massachusetts	1788	8,266	2	20,000
Michigan	1837	57,980	2	22,500
Minnesota	1858	84,682	2	15,000
Mississippi	1817	46,865	4	15,000
Missouri	1821	69,420	4	10,000
Montana	1889	146,997	4	10,000
Nebraska	1867	77,520	2	11,000
Nevada	1864	110,690	4	9,100
New Hampshire	1788	9,341	2	12,000
New Jersey	1787	8,224	4	30,000
New Mexico	1912	122,634	2	15,000
New York	1788	49,204	4	50,000
North Carolina	1789	52,426	4	15,000
North Dakota	1889	70,837	2	9,000
Ohio	1803	41,040	2	20,000
Oklahoma	1907	70,057	4	15,000
Oregon	1859	96,699	4	15,000

STATE STATISTICS (*Continued*)

State	Entered Union	Area Sq. Mi.	Term of Governor's Office Years	Governor's Salary
Pennsylvania	1787	45,126	4	$25,000
Rhode Island	1790	1,248	2	15,000
South Carolina	1788	30,989	4	15,000
South Dakota	1889	77,615	2	9,500
Tennessee	1796	42,022	4	12,000
Texas	1845	265,896	2	12,000
Utah	1896	84,990	4	10,000
Vermont	1791	9,564	2	11,000
Virginia	1788	42,627	4	17,500
Washington	1889	69,127	4	15,000
West Virginia	1863	24,170	4	12,500
Wisconsin	1848	56,066	2	14,000
Wyoming	1890	97,914	4	12,000

The number of Electoral Votes for each state equals the sum of the number of its Representatives and the number of its Senators; or, in each case, 2 more than the number of Representatives listed above. A majority of Electoral Votes is necessary for the election of a President.

STATE QUALIFICATIONS FOR VOTING

States and Requirements for Voters (Other than Citizenship)	Previous Residence Required				Persons Excluded (Other than felons, idiots, and the insane)
	State	County	City	Precinct	
ALABAMA–Good character and understanding; poll tax receipt; registration.	2 y	1 y	3 m	3 m	Traitors; embezzlers of public funds; those guilty of corrupt election practices.
ARIZONA–Registration.	1 y	30 d	30 d	30 d	Those under guardianship; those convicted of treason.
ARKANSAS – Good understanding; poll tax receipt.	1 y	6 m	30 d	30 d	Convicts, until pardoned.
CALIFORNIA–Naturalization for 90 days, or treaty of Queretaro; registration.	1 y	90 d	.....	54 d	Bribers; Chinese; malfeasants.
COLORADO – Registration.	1 y	90 d	30 d	15 d	Those under guardianship; those convicted of an infamous crime, unless pardoned or having served term.
CONNECTICUT–Good character; ability to read English; registration; citizenship for 5 years.	1 y	.....	6 m	.....	Those convicted of felony or other infamous crime, unless pardoned; inmates of state institutions.
DELAWARE–Registration; ability to read Constitution in English, and to write name.	1 y	3 m	.....	30 d	Paupers.

STATE QUALIFICATIONS FOR VOTING (*Continued*)

States and Requirements for Voters (Other than Citizenship)	Previous Residence Required				Persons Excluded (Other than felons, idiots, and the insane)
	State	County	City	Precinct	
FLORIDA–Registration.	1 y	6 m	.....	.....	.....
GEORGIA–Registration.	1 y	6 m	.....	.....	.....
IDAHO–Registration...	6 m	30 d	.....	.....	Those under guardianship; those convicted of treason or embezzling public funds; those guilty of corrupt election practices, unless pardoned.
ILLINOIS–Registration	1 y	90 d	.....	30 d	Convicts, unless pardoned.
INDIANA–Registration.	6 m	60 d*	.....	30 d	Persons disqualified by judgment of a court; U. S. soldiers, marines, and sailors.
IOWA–Registration....	6 m	60 d	.....	10 d	.....
KANSAS–Registration in cities of first and second class.	6 m	.....	30 d	30 d	Bribers; those under guardianship; dishonorably discharged U. S. officials; defrauders of the government; those who have borne arms against the government.
KENTUCKY–Registration.	1 y	6 m	.....	60 d	Traitors; bribers.

*Township.

STATE QUALIFICATIONS FOR VOTING (*Continued*)

States and Requirements for Voters (Other than Citizenship)	Previous Residence Required				Persons Excluded (Other than felons, idiots, and the insane)
	State	County	City	Precinct	
LOUISIANA–Good character; ability to understand the Constitution; registration.	2 y	1 y	4 m	3 m	.....
MAINE–Registration; ability to read constitution of state in English.	6 m	3 m	3 m	.....	Paupers; persons under guardianship; Indians not taxed.
MARYLAND–Ability to read; registration.	1 y	6 m	6 m	.....	Those convicted of larceny or other infamous crime, unless pardoned; those guilty of corrupt election practices; those under guardianship.
MASSACHUSETTS–Ability to read and write English; registration.	1 y	.....	6 m	.....	Those under guardianship; paupers (except U. S. soldiers); those guilty of corrupt election practices.
MICHIGAN–Registration.	6 m	.....	.....	30 d	.....
MINNESOTA–Registration in first, second, and third class cities; citizenship for three months.	6 m	.....	30 d	30 d	Traitors unless restored to civil rights; those under guardianship.
MISSISSIPPI–Ability to read or understand the state constitution; registration.	2 y	1 y	1 y	1 y	Delinquent taxpayers.

STATE QUALIFICATIONS FOR VOTING *(Continued)*

States and Requirements for Voters (Other than Citizenship)	Previous Residence Required				Persons Excluded (Other than felons, idiots, and the insane)
	State	County	City	Precinct	
MISSOURI–Registration in counties of 100,000 or more, and cities of 10,000 or more.	1 y	60 d	60 d	.....	Paupers; those convicted of felony or other infamous crime or misdemeanor or violating right of suffrage, unless pardoned; disfranchised by second conviction.
MONTANA–Registration.	1 y	30 d	30 d	30 d	.....
NEBRASKA–Registration in all cities.	6 m	40 d	10 d	10 d	U. S. soldiers and sailors; traitors, unless pardoned.
NEVADA–Registration.	6 m	30 d	30 d	10 d	Traitors; Chinese and Indians; unamnestied confederates against U. S.
NEW HAMPSHIRE–Registration.	6 m	6 m	6 m	6 m	Paupers (except honorably discharged soldiers); non-taxpayers.
NEW JERSEY – Registration.	1 y	5 m	.....	.....	Paupers; convicts unless pardoned.
NEW MEXICO–Registration.	1 y	90 d	.....	30 d	Indians not taxed.

STATE QUALIFICATIONS FOR VOTING (*Continued*)

States and Requirements for Voters (Other than Citizenship)	Previous Residence Required				Persons Excluded (Other than felons, idiots, and the insane)
	State	County	City	Precinct	
NEW YORK–Citizenship 90 days; if acquired by marriage must be resident of U. S. for 5 years plus 90 days; ability to read and write English if never having voted before January 1, 1922; registration.	1 y	4 m	.....	30 d	Those convicted of bribery or any infamous crime, unless pardoned; bettors on elections; those guilty of corrupt election practices.
NORTH CAROLINA–Ability to read; registration.	1 y	.....	.....	4 m	Those convicted of infamous crime.
NORTH DAKOTA–Registration in some cities.	1 y	90 d	.....	30 d	Convicts, unless pardoned.
OHIO–Registration.....	1 y	40 d	.....	40 d	U. S. soldiers and sailors.
OKLAHOMA.....	1 y	6 m	.....	30 d	Paupers (except ex-soldiers and sailors).
OREGON–Registration 30 days before election; ability to read and write English; in drainage and irrigation districts must own land.	6 m	.....	.....	.....	Non-resident U. S. soldiers and sailors.
PENNSYLVANIA–Citizenship for at least 1 mo.; registration; residence only 6 mo. if native.	1 y	.....	.....	2 m	Those guilty of corrupt election practices cannot vote for 4 years.

STATE QUALIFICATIONS FOR VOTING (*Continued*)

States and Requirements for Voters (Other than Citizenship)	Previous Residence Required				Persons Excluded (Other than felons, idiots, and the insane)
	State	County	City	Precinct	
RHODE ISLAND–Registration for taxpayers once; non-taxpayers biennially.	2 y	.....	6 m	6 m	Bribers; paupers; persons under guardianship; Narragansett Indians; persons living on land ceded to the United States.
SOUTH CAROLINA–Ability to read; registration.	2 y	1 y	4 m	4 m	Those convicted of treason, dueling, or other infamous crime; paupers.
SOUTH DAKOTA....	1 y	90 d	.....	30 d	Those under guardianship; traitors, unless pardoned.
TENNESSEE–Registration.	1 y	6 m	.....	.....	Those convicted of bribery or other infamous crime.
TEXAS–Registration by means of payment of poll tax.	1 y	6 m	6 m	6 m	Paupers; U. S. soldiers and sailors.
UTAH–Citizenship for 90 days; registration.	1 y	4 m	.....	60 d	Those convicted of treason or crime against election law unless restored to civil right.
VERMONT–Registration; freeman's oath.	1 y	3 m	3 m	3m*	Convicts unless pardoned; those guilty of corrupt election practices.

*Town.

STATE QUALIFICATIONS FOR VOTING (*Continued*)

States and Requirements for Voters (Other than Citizenship)	Previous Residence Required				Persons Excluded (Other than felons, idiots, and the insane)
	State	County	City	Precinct	
VIRGINIA–Payment of poll tax three years; registration; passing of literacy test.	1 y	6 m	6 m	30 d	Convicts unless pardoned; paupers, traitors; embezzlers, duelists and their abettors.
WASHINGTON–Ability to read and speak English.	1 y	90 d	30 d	30 d	Indians not taxed.
WEST VIRGINIA–Registration.	1 y	60 d	60 d	.....	Paupers; bribers; traitors; U. S. soldiers and sailors.
WISCONSIN–Registration in cities of 5,000 population or over.	1 y	.....	.....	10 d	Those under guardianship; convicts, unless pardoned.
WYOMING–Registration.	1 y	60 d	10 d	10 d	Those unable to read state constitution.

EXPLANATION OF TERMS

Administrative Departments. The departments which carry on the actual work of the government in accordance with the law.

Allegiance. The tie of obligation or devotion to one's government.

Amendment. A change made in a law or constitution.

Anesthetic. A drug used for removing the feeling of pain.

Appellate Jurisdiction. The legal right of a court to hear a case appealed from a lower court.

Assessment. An official valuation of property for the purpose of taxation.

Auditor. An official who examines the public accounts.

Bill of Attainder. A legislative act which inflicts punishment without a judicial trial.

Bill of Rights. (1) A "charter of English liberty" which William the Third agreed to when he became King in 1689. (2) A summary of the rights and privileges guaranteed to the people of the United States by the Constitution, found in the first ten amendments and in a few sections of Article I.

Bond Issue. An interest-bearing certificate authorized by a public or private body for the purpose of borrowing money.

Borough. A form of municipal corporation, used in several states, corresponding to the incorporated town or village.

Boycott. An agreement to prevent dealings with a group opposed to your interests.

Bubonic Plague. A dangerous disease which is accompanied by fever and chills, and which is spread by rats.

Buddhism. The religion of the Hindu prince Buddha, of the fifth century before Christ.

Budget. An estimate of receipts and expenditures made before money has been spent.

Caucus. A meeting of the leaders of a political party or faction to decide on their policies or on their candidates for office.

Cerebral Hemorrhage. The bursting of a blood vessel in the brain.

Charter. A written document granted by a final authority which gives certain rights and privileges to a people, city, or colony.

City Commission. A form of government usually consisting of three to seven commissioners who are elected by the people of the city and who divide the work of governing among their members.

City Council. The legislative body of a city which passes the laws (usually called ordinances) for the government of the city.

City Manager. A person hired by the city council, to conduct the business of the city.

Civil Case. A case tried in court as the result of a dispute concerning property rights. The decision does not concern the guilt or innocence, but merely the obligations of the disagreeing parties. The parties are known as the plaintiff and the defendant.

Civil Service. Appointment to public office; the groups of public office holders appointed by competitive examination.

Code. A body of laws, compiled and arranged to form a system of laws.

Collective Bargaining. The system under which the officers of a labor organization carry on negotiations with the employer for improved working conditions.

Commission. Group of experts organized to study or control specific activities of the government.

Common Law. The body of decisions handed down by the courts. Common law is used in arriving at a decision when there is no regularly enacted law covering the case.

Confucianism. The moral system of Confucius, a Chinese philosopher of the fifth century before Christ.

Congressional District. A section within a state from which a representative to Congress is elected.

Constitution. Fundamental law or laws of government. The laws passed by the legislative body must not disagree with the constitution or fundamental law.

Contagious Disease. Any disease which may be transmitted from one person to another by contact, either direct or indirect.

Coroner. An official who inquires into accidental deaths.

Council-Manager Type of Government. Form of city government in which a few elective officers exercise all legislative powers. The manager corresponds to the general manager of a business firm.

Court of Record. A court in which all testimony of witnesses, motions of attorneys, and rulings of the judge are taken in shorthand, and later written out and kept as a record of the procedure of the court.

Criminal Case. A case tried in court in which the violation of a law is asserted. The party accused is called the defendant and if the violation of law is proven, he is said to be guilty.

Customs. Taxes collected upon the goods brought into this country.

Declaration of Intention. A solemn statement made in writing before a court, declaring one's intention to become a citizen of the country.

Democracy. A system of government in which the final power rests with the people as a whole, and is exercised by the people directly through votes, by their elected agents, or by the appointees of the elected agents.

Dictator. One who is given, or who takes, absolute authority to rule a country.

Direct Primary. A system of nominating candidates for office by direct vote of the members of a political party instead of by a delegate convention.

Direct Taxes. Taxes paid by the person owning the property upon which they are levied, such as a tax on land.

District or Circuit Court. A court which is held at various places in a district.

Division of Powers. The division of governmental powers, which are not prohibited by the Constitution, between the national government and the state government. Also the division of the national or state government into legislative, executive, and judicial powers.

Dockets. Records containing lists of cases to be tried.

Electoral College. A term applied to the entire body of presidential electors. This entire body never meets but the electors of each state meet at the state capital and cast their vote, and the results are sent to Washington, where the votes are counted and the results announced.

Epidemic. A disease that affects many in a community at the same time.

Excise. A duty or indirect tax levied upon certain specified articles grown or manufactured within the United States.

Ex Officio. A phrase meaning because of office. An *ex officio* member of a governing board is one who holds his position because he occupies a related office.

Ex Post Facto Law. A law providing punishment for acts committed before the law existed.

Federal Courts. The courts of the judicial system of the United States — the Supreme Court, Circuit Courts, and District Courts.

Federal Government. A government in which the powers are assigned by a number of member governments, such as the government at Washington.

Fees. Compulsory payments which cover the cost or a part of the cost of an official act which benefits the person making the payment.

Felony. A serious crime punishable by death or imprisonment in the penitentiary, such as murder, burglary, and forgery.

Franchise. An agreement between an individual or corporation and a government (usually city or state) by which the person or company agrees to render public service to the citizens of

the government in return for certain rights which the government gives; also the right of a citizen to vote.

Freedom of Assembly. The constitutional right which citizens have to meet together in an orderly manner in groups of any number for any purpose which is not criminal.

Freedom of Petition. The constitutional right which citizens of the United States have of presenting to governmental officials or others, a written request asking the person or persons addressed to do something.

Freedom of Press. The constitutional right which citizens of the United States have of printing any fact or opinion without fear of interference by governmental authority.

Freedom of Speech. The constitutional right which citizens of the United States have of stating any fact or opinion without fear of interference by governmental authority.

Germicide. A drug that kills germs.

Geological Survey. Systematic examinations of an area for the purpose of determining its rock masses.

Grand Jury. A jury of not less than seven, nor more than twenty-three qualified adults whose duty is to examine charges of crime in secret session and to demand the trial of those persons against whom there is sufficient evidence.

Hinduism. The ancient beliefs of the people of India, based on the caste system.

Illiteracy. Inability to read and write any language. The amount of illiteracy in a country is usually reckoned in the percentage of people over ten years of age not able to read or write.

Impeachment. The process provided by most constitutions for removing from office those officials who have been guilty of a high crime or misdemeanor.

Incinerator. A furnace for burning waste and garbage.

Income Tax. A percentage of one's income paid for the support of the government, state or federal.

Industrial Revolution. The changes brought about by the use of power-driven machinery in manufacturing. These changes came in England between 1775 and 1825.

Inheritance Tax. A special kind of property tax levied upon property at the death of the owner and paid by the heirs receiving the inheritance.

Initiative and Referendum. Initiative—a plan of lawmaking in which it is possible for any person or group of persons to propose laws to be voted upon and adopted or defeated at an election. Referendum—the right to approve or reject a law by popular vote, either when passed by a legislature or proposed by initiative petition.

Injunction. A court decree commanding some one to do or not to do a certain act, or not to cease performing an act. An injunction might compel a power company to continue furnishing electricity for the people of a city, or it might compel it to lower the rate.

Inoculation. The scientific prevention of a severe disease by causing it to occur in a mild form.

Internal Revenue. All the revenue of a country except that collected from import duties.

Jurisdiction. Power to exercise judicial authority in civil or in criminal matters.

Libel. A publication without just cause or excuse, tending to expose another to public contempt or ridicule. It may be in print, writing, picture, or effigy.

Lobbyists. Interested persons who solicit legislators to influence their votes.

Magna Charta. A famous document which enumerated many of the rights of Englishmen, and which was signed by King John at Runnymede in 1215.

Mayor. The principal officer of a municipality; the chief magistrate of a city.

Meningitis. A very severe disease of the membranes of the brain and the spinal chord.

Merit System. The plan of appointing officers because of superior qualifications, allowing them to hold office as long as their work is satisfactory, and recognizing unusual excellence of service if promotions are made.

Misdemeanor. Any crime less than a felony. In the case of misdemeanor, punishment provided by law is less than imprisonment in the penitentiary.

Mohammedanism. The religion of Mohammed, the Arabian prophet of the seventh century.

Naturalization. The act of receiving an alien into the country, and investing him with the rights and privileges of a natural subject or citizen.

Null and Void. A phrase meaning of no legal or binding force.

Original Jurisdiction. Power to hear and decide the first trial of a lawsuit.

Parliament. The English representative body, consisting of the House of Lords and the House of Commons.

Paroled. Released on good behavior.

Party Platform. A declaration of principles and policies made by a political party in a national or state convention.

Passports. Formal documents issued by the federal government to citizens, permitting them to travel abroad.

Patriotism. Love of one's country. The passion which causes a person to serve his country, either in defending it from invasion or in protecting its rights and maintaining its laws and institutions.

Patronage. The control of nomination and political office.

Petit Jury. A jury of six or twelve qualified adults summoned to try a case in court. So called in distinction from the grand jury.

Picketing. The act of persuading labor not to work during a strike.

Pictograph. A chart presenting facts by the use of picture symbols.

Pneumonia. A disease which is characterized by inflammation of the lungs.

Political Party. A voluntary organization of citizens of a government organized for the purpose of promoting certain policies, and nominating and attempting to elect candidates for office who will put the policies of the organization into effect.

Political Rights. The privilege of sharing and having a voice in policies and practices of government.

Poll Tax. A uniform tax of a given amount for each person over a given age, frequently demanded as a qualification for voting.

Preamble. The introductory part of a constitution, which states the reasons for adopting it.

Primaries. Preliminary elections to select candidates for final elections.

Prosecutors. Attorneys who conduct proceedings in a court on behalf of the government.

Protective Tariffs. Duties on imports which protect the development of industries in our own country.

Public Carriers. Railways, street cars, and buses.

Public Utilities. Such undertakings as telephone companies, water systems, and electric power and light systems, whose services the public must have.

Quarantine. A period of time in which a ship entering a port is inspected to prevent the spread of contagious diseases.

Racketeer. One who engages in a dishonest scheme by which innocent victims are forced through fear to pay money or suffer damage to their property or persons.

Raw Materials. Natural products not yet prepared for use.

Recall. The right of voters to remove unsatisfactory officials.

Recorder. An official who keeps the official copy of transactions.

Registration. The listing of all legal voters in a precinct or district by name and residence; required in practically all cities to prevent voters from voting in more than one precinct.

Rehabilitation. The act of restoring to a former condition; training the handicapped for new vocations.

Scientific Research. Careful examination, as in the fields of the various sciences, for seeking facts or principles.

Serums. Blood fluids used for inoculation for the prevention of certain diseases.

Septic Tanks. Tanks in which sewage is kept to decompose.

Shoddy. A cloth of inferior quality.

Slander. A report circulated with malice, tending to injure the reputation of another.

Soil Erosion Labor. Work to prevent the wearing away of soil due to the effect of water or wind.

Sovereign. Supreme power, not subject to any other. A state is called a sovereign state when this supreme power resides within itself, whether it be exercised by a single individual, by a small group, or by the whole people.

Speaker. The chairman of the lower house.

Spoils System. The practice of giving government positions to members of the political party in power, regardless of merit.

Suffrage. The right to vote.

Sureties. Bonds or guaranties for the performance of some act.

Tenement House. A dwelling house found in large cities, divided for the use of many poor families.

Tenure of Office. Security in holding a position.

Toll. The charges made for the public privilege of using canals, roads, or bridges.

Tuberculosis. A disease of the lungs, intestines, bones, or other parts of the body, characterized by small swellings in the tissues.

Unwritten Constitution. The body of customs which have taken definite form and are fundamental in the organization of our government, and yet have not been reduced to formal constitutional law.

Veto Power. The power of the executive to prevent the passing of measures approved by the legislature.

Vocational Education. Education which is intended to give knowledge or skill in some trade or occupation.

Warrants. Orders which authorize the payment of money.

Writ of Habeas Corpus. A court order requiring that a person be brought immediately before a court to learn the reason for his imprisonment or detention.

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